

# Young's Grammatical Analysis

Parts 1 & 2

TORONTO:

THE GOSF. CLARK CO., LTD.



Presented to  
The Library  
of the  
University of Toronto  
by

*Dr. John Henderson*

J. Henderson

*With the Compliments of*

*THE COPP, CLARK CO., Limited.*



La E. Gr  
S897g

# GRAMMATICAL ANALYSIS

EXPLAINED AND ILLUSTRATED,

WITH

A LARGE NUMBER OF CAREFULLY SELECTED  
SENTENCES AND PASSAGES FOR PRACTICE.

---

FOR THE USE OF TEACHERS, AND OF CANDIDATES PREPARING  
FOR ENTRANCE, PUBLIC SCHOOL LEAVING,  
AND PRIMARY EXAMINATIONS.

BY

H. I. STRANG, B.A.,

*Principal Goderich Collegiate Institute.*

---

TORONTO :

THE COPP, CLARK COMPANY, LIMITED.

279199  
25 10 32

---

---

Entered according to Act of the Parliament of Canada, in the year one thousand  
eight hundred and ninety-five, by THE COPP, CLARK COMPANY, LIMITED, Toronto,  
Ontario, in the Office of the Minister of Agriculture.

---

---

## PREFACE.



In preparing this little book I have been encouraged to hope that by its publication I may do something to improve the teaching of analysis in our schools, and at the same time to lighten the burdens of my fellow teachers, by providing a large and carefully selected and graded collection of sentences and passages for analysis, parsing, and general grammatical drill. How far the want of either has been felt, and how far I have succeeded in my aim, will remain to be seen.

As to the value of grammatical analysis as a subject of school study, and as to the best terms and modes to be adopted in it, there is room for an honest difference of opinion ; but that it is satisfactorily taught in the majority of our schools, or that there is anything like uniformity in the terms and methods used, I hardly think that any one that has had much experience in examining candidates, from Entrance to Senior Leaving, will venture to affirm.

I do not know that I can claim much originality for my treatment of the subject. As a schoolboy my first notions of analysis were got from Bullions' Grammar. As a teacher I used in succession Robertson's, Morell's, Dalgleish's, and Mason's systems, besides consulting Abbott, Bain, and other authors ; and finally, some years ago, I settled down to the methods and terms (with perhaps a very few slight changes) which I now recommend.

The two chief dangers that I have noticed as requiring to be guarded against in teaching analysis, are, on the one hand, making it too easy, and letting it degenerate into mere *rote* instead of *thought* work ; and, on the other hand, making it too minute and complicated, and using too elaborate a terminology. Whether I have succeeded in observing the golden mean is for others to say. That the method, as in Mason, of treating the sentence always as a whole, and then unfolding it, clause by clause, is more logical than that of dealing, as far as possible, with each clause by itself, I am quite ready to admit, but my experience as a teacher has convinced me that it is neither so simple nor so useful.

Two things more I wish to say : first, that holding the opinion I do in regard to the value of analysis as a means of training and culture, I regret that after next year it will cease to be required for any examination beyond the Primary ; second, that regard for copyright has prevented me from including in Part II. some excellent selections which I have been in the habit of using in my own classes.

*Goderich, Dec. 25, 1895.*

---



# TABLE OF CONTENTS.

## PART I.

	PAGE.
Sentences and their Classification.....	I
Subject and Predicate.....	2
Simple Sentences, Phrases.....	6
Attributive Modifiers.....	8
Verb Phrases.....	9
Direct Object. ....	10
Adverbial Modifiers.....	11
Predicative Modifiers.....	12
Clauses.....	15
Compound, Complex, and Mixed Sentences.....	16
Different Kinds of Co-ordination.....	17
Noun Clauses.....	20
Adjective Clauses.....	23
Adverbial Clauses.....	27
Phrases, further considered.....	31
Is <i>for</i> Co-ordinating or Subordinating.....	32
Classification of <i>that</i> Clauses.....	34
Classification of <i>as</i> Clauses.....	36
Difficulties from Ellipsis.....	37
Other Causes of Irregularities.....	38
Infinitive Phrases in the Predicate.....	40
Hints to Young Teachers.....	45

## PART II.

Model Exercises.....	I
Passages for Entrance Candidates.....	5
Passages for P. S. Leaving Candidates.....	18
Passages for Primary Candidates.....	32

Digitized by the Internet Archive  
in 2007 with funding from  
Microsoft Corporation

# GRAMMATICAL ANALYSIS.

---

## PART I.

### Sentences, their Classification and Essential Parts.

1. When we express our thoughts or feelings in speaking or writing, we combine our words in groups called **Sentences**.

2. Grammatical Analysis includes the resolution of sentences into their component parts, and the consideration of the relation which these bear to one another. Its study should, therefore, if properly pursued, not merely afford valuable mental training, but, as leading to a ready and correct grasp of the meaning of a sentence, and of the bearing of each part on the rest, it should also prove helpful in teaching Reading, Composition, and Rhetoric.

3. If we examine sentences with reference to the form in which the thought is expressed, we shall find that they are either statements, questions, requests or exclamations. We may, therefore, classify sentences on this basis as follows :

(1) Assertive : as, The lady smiled. He has caught a squirrel.  
His sister was not at school to-day.

(2) Interrogative : as, Is your father at home? Has any boy  
seen my cap? Did he answer your question?

- (3) Imperative : as, Be thou my guide. Praise ye the Lord.  
Don't you touch that ball.
- (4) Exclamatory : as, How pretty these children look ! Long  
may he enjoy it ! What pain the poor boy must have  
suffered !

NOTES.—(a) Assertive sentences are also called Declarative,  
and are sometimes subdivided into affirmative  
and negative.

(b) Imperative sentences include commands and en-  
treaties as well as requests.

(c) The name Optative is sometimes applied to an  
Exclamatory sentence expressing a wish.

4. Of these four classes, Assertive sentences are the  
commonest and the most regular in construction, and  
are, therefore, generally used as examples.

5. On examining the Assertive sentences in (1), it will  
be seen that each can be readily divided into two parts,  
the one of which names or represents some person about  
whom a statement is made, and the other makes the  
statement. The former of these is called the **Subject**,  
and the latter the **Predicate**. Thus we have :

<i>Subject.</i>	<i>Predicate.</i>
The lady	smiled.
He	has caught a squirrel.
His sister	was not at school to-day.

6. Similarly, we may divide each of the Interrogative,  
Imperative, and Exclamatory sentences into two parts,  
the one a subject, about whom a question is asked or an  
exclamation uttered, or to whom a request is addressed,  
and the other the question, the request, or the exclamation,  
thus :

<i>Subject.</i>	<i>Predicate.</i>
your father	is at home.
any boy	has seen my cap.
he	did answer your question.
thou	be my guide.
ye	praise the Lord.
you	don't touch that ball.
these children	look how pretty !
he	may long enjoy it !
the poor boy	must have suffered what pain !

NOTE.—The subject is usually omitted in Imperative sentences, thus : Speak (thou) that we may know who thou art.  
Call (you) at the office on your way back.

7. The subject generally comes before the predicate. A part of the predicate, however, often stands at the beginning of the sentence, as :

*In a few moments* the male bird returned to the nest.

In poetry and some forms of prose the whole predicate sometimes precedes the subject, as :

Here comes the master !

Smack went the whip, round went the wheels.

No more on life's parade shall meet

That brave and fallen few.

8. To divide a sentence into subject and predicate, the pupil should first select the particular word or phrase that makes the statement, asks the question, etc. Then, putting *who* or *what* before it and asking a question, he will find that the answer gives him the chief word or phrase of the subject. He will then have the foundation, so to speak, of the sentence, and can proceed to fit the rest of the words and phrases into their proper places in subject or predicate. He will thus be led to see that the predicate must contain a *finite verb*, i.e., a verb in some

form other than infinitives and participles, and that the subject must contain a *noun*, or something that takes the place of a noun.

#### EXERCISE I.

Divide the following sentences into Subject and Predicate, in the manner shown in 5 and 6 :

1. Our neighbour's children found it in their yard.
2. He may have taken it with him to school.
3. The people living in the house complained of it.
4. One of the girls in our room fainted.
5. At a given signal the whole line advanced.
6. To do that requires considerable patience.
7. Lend me your knife for a moment.
8. Never was any boy worse deceived.
9. How plainly we can hear the music !
10. A lesson taught in this way will be sure to interest them.
11. Great was their curiosity to see it.
12. Correcting the answers will take some time.
13. May the blessing of Providence follow you !
14. In what year was the battle of Waterloo fought ?
15. On this hill there once stood a strong castle.

9. We have been assuming, so far, that a sentence always consists of a group of words and can be divided into a subject and a predicate. We shall find, however, that sentences, especially in conversation, often consist of single words, or of groups which cannot, as they stand, be resolved into subject and predicate. Thus, leaving out of consideration mere interjections or interjectional phrases, we find questions, answers, commands and exclamations such as the following :

- (1) Why? What for? In which direction?
- (2) Certainly. By no means. A few days ago.
- (3) Seats. This way, boys. Eyes, right.
- (4) How charming! What nonsense! Long life to your Honor!

In nearly all such cases, however, it is not difficult to supply suitable words, so that when the thought is fully expressed the sentences can, as in other cases, be resolved into subject and predicate. Thus :

Why (do you want to go home)? What (did you do that) for?

Certainly (I will do so). (That will) by no means (suit).

(Take your) seats. (Come) this way, boys.

How charming (it looks) ! What nonsense (that is) !

10. Accordingly, while we admit that such sentences express the speaker's meaning clearly enough, and in most cases more forcibly and effectively than if the ellipsis were supplied, it is usual to say that the subject and the predicate are *essential terms* of a sentence, and to require pupils, when analyzing, to supply whatever words seem necessary and suitable to enable the sentence to be divided into the usual parts.

#### EXERCISE II.

Divide the following sentences into Subject and Predicate, first supplying whatever words seem needed and suitable :

1. How long ago ?
2. Not before Saturday.
3. Still working at it ?
4. Out with it at once.
5. Quite right, too.
6. Somewhere in this neighbourhood.
7. My kingdom for a horse !
8. What then ?
9. The impudence of the fellow !
10. O, for another chance at it !

11. In section 3 we classified sentences according to the form in which the thought is expressed. They may,

however, be classified in other ways, *e.g.*, according to their grammatical structure. On this basis, sentences such as we have been considering, that have but one predicate, are called **Simple**, and we shall, after this, speak of them by this name.

12. The pupil will have noticed that while a simple sentence expresses but one complete thought, and contains but one predicate, it may contain one or more groups of related words which express an idea rather than a thought, and which have the value of a single part of speech, and cannot, of course, be resolved into subject and predicate. These groups we call **Phrases**.

NOTE.—For further remarks see section 41.

13. Phrases, like sentences, may be classified in different ways. Thus, in the following sentences,

- (1) He planted it *in the garden*.
- (2) They wanted *to see the circus*.
- (3) I found them *learning their lessons*.

the italicized phrases, if named from the first and principal word in each, will be classified as prepositional, infinitive, and participial phrases, respectively.

14. If, however, we classify them according to their grammatical value, they will be classed respectively as adverbial, noun, and adjective phrases.

The student will observe that the former classification depends merely on the form of the phrase, without regard to its position or use in the sentence. The latter depends wholly on the function or use of the phrase in the particular sentence under consideration, and, therefore, as



requiring an exercise of thought in each case, is the one commonly asked for. The pupil must be led to see clearly that the same phrase may be used with different values, thus :

- (1) He put it *behind the door*—adverbial.  
     The boy *behind the door* is crying—adjectival.  
     He took it from *behind the door*—noun.
- (2) He wanted *to see it*—noun.  
     He stood up *to see it*—adverbial.  
     This is the best time *to see it*—adjectival.
- (3) I found him *reading old letters*—adjectival.  
     I like *reading old letters*—noun.

NOTE.—A difference of opinion exists as to the classification of participial phrases in certain cases. For instance, Abbott classes the italicized phrase in the sentence, "*Knowing this*, I was not surprised at his conduct," as adverbial, on the ground that it is equivalent in logical force to "As (or since) I knew this." As the grammatical value of the phrase is clearly adjectival, however (Abbott would certainly parse *knowing* as a participle qualifying *I*), it seems better to treat such phrases as adjectival in analysis. See section 42.

### EXERCISE III.

Select the preposition, infinitive, and participial phrases in the following sentences, classify each according to its grammatical value and give its relation :

1. Heaven from all creatures hides the book of fate.
2. He offered to bear half of the cost of it on that condition.
3. In a few moments not a boy was to be seen there.
4. They were afraid to open the box in the absence of the teacher.
5. Into the yard the farmer goes  
     With grateful heart at the close of day.
6. To frighten him, I threatened to tell his father about it.
7. The proper way is to give notice of a motion to rescind it.

8. Fearing the effect of this news on the garrison he called a few of the officers together to consider the situation.
9. It is impossible to answer that paper in the time.
10.                      Around their hearths by night  
What gladsome looks of household love  
Meet in the ruddy light.

15. If we examine the following simple sentences :

- (1) John's dog bit him.
- (2) Several boys saw it.
- (3) Brown, the blacksmith, bought it.
- (4) Flowers of various kinds were growing in the garden.
- (5) Temptations to do this often occur.
- (6) Those occupying the front seats have an advantage.
- (7) The doctor's favourite dog, Prince, seeing the duck, sprang into the water.

we see that the subject consists of a noun or pronoun, modified, *i.e.*, affected in its application, by a possessive, an adjective, an appositive, an adjective phrase, or by two or more of these in combination.

We may, therefore, now subdivide the subject into the **Bare or Grammatical Subject**, which will, in the majority of cases, be a noun or pronoun, and its **attributive modifiers**, and the sentence may be resolved into three parts ; thus,

“Many questions of a similar character had been answered by the pupils.”

Bare Subject,	questions
Attributive modifiers of the B.S.,	many, of a similar character,
Predicate,	had been answered by the pupil.

## EXERCISE IV.

Divide the following sentences into the three parts shown in the example just given :

1. Presently the owner of the mansion made his appearance.
2. My uncle's eldest son, William, works the farm.
3. There goes the last of my chances.
4. Finding this to be the case, we started for home.
5. Do these boys sitting there belong to the class?
6. Encouraged by these signs they continued their journey.
7. All bloodless lay the untrodden snow.
8. Writing the names on the board will be a good plan.
9. Within a windowed niche of that high hall sat Brunswick's fated chieftain.
10. Now the bright morning star, day's harbinger, comes dancing from the east.

16. Proceeding now to the consideration of the predicate, if we examine the following simple sentences :

1. The string broke.
2. The girl had fainted.
3. The poor boy would have been killed.
4. You will be laughed at.
5. Another method might have been made use of.

we see that the predicate consists merely of a simple verb, or of a phrase which is equivalent to a mood and tense form of a verb, and may, therefore, be called a **verb phrase**.

17. On the other hand, if we examine the following :

1. The boy broke the window.
2. The girls had finished their work.
3. They will want to know the result.
4. That would have prevented any crowding at the door.

we see that the predicate contains not merely a verb

or verb phrase, as before, but also a noun or its grammatical equivalent, which stands as the **direct object** of the verb, and which may have several words attached to it.

We may, therefore, now make four subdivisions in analyzing simple sentences ; thus,

“The constant beating of the waves had weakened the strong foundations of the castle.”

Bare subject,	beating.
Attributive modifiers,	the, constant, of the waves.
Verb,	had weakened.
Direct object with its modifiers,	} the strong foundations of the castle.

#### EXERCISE V.

Divide the following simple sentences into the four parts shown in the preceding example :

1. A rolling stone gathers no moss.
2. The little girl gave an interesting account of her visit.
3. Wilkie, the painter, loved to travel.
4. Wrapped in their furs they braved the severity of the climate.
5. Did any of the boys get the correct answer to it ?
6. The early frosts of autumn had coloured the leaves of the maples.
7. The poor father, trembling with fear, began to ford the stream.
8. May the generous donor receive an ample reward.
9. Every boy in the room believed him to be guilty.
10. Full many a gem of purest ray serene  
The dark unfathomed caves of ocean bear.

18. Again, if we examine the following sentences :

1. He copied the inscription carefully with a pencil.
2. The boy walked quietly across the room to his desk.
3. Slowly and sadly we laid him down.
4. Next morning they were brought before the judge.

we find that in addition to the verb we have one or more adverbs or **adverbial phrases** modifying its meaning or application, and that this may occur, either with or without a direct object.

We may, therefore, add a fifth subdivision ; thus,

“With these weapons the brave fellows defended themselves successfully for a time.”

Bare subject,	fellows
Attributive modifiers,	the, brave,
Verb,	defended
Direct object,	themselves
Adverbial modifiers of the verb,	} with these weapons, successfully, for a time.

#### EXERCISE VI.

Divide the following sentences, as far as possible, into the five parts shown in the preceding example :

1. Several of the girls answered all the questions correctly.
2. Probably the rest of the boys did not hear the bell.
3. One of the canoes was suddenly capsized by a log.
4. Fearing this, he sent a few soldiers to guard it.
5. A number of them had assembled to escort him home.
6. O'er the peaceful lake the silent moon shed her silver light.
7. Some of the worst may usually be got rid of in this way.
8. Pleasantly rose next morn the sun on the village of Grand Pré.
9. How oft, pursuing fancies holy,  
My moonlit way o'er flowering weeds I wound.
10. Around the fire, one wintry night,  
The farmer's rosy children sat.

19. Lastly, if we examine the following sentences,

1. These children seem perfectly happy.
2. His intention was undoubtedly to deceive them.
3. He soon grew tired of hearing the same story.

4. Lincoln had been elected President of the United States.
5. This book will be of no use.
6. The children were nowhere to be seen.
7. He appeared to understand the lesson.
8. The experiment proved a total failure.
9. The land was not considered suitable for that purpose.

we find that after certain intransitive verbs, and also after certain passive verbs, we may have a word or a phrase describing the subject, but differing from the attributive modifiers in that it evidently forms part of the predicate. Such words or phrases may, therefore, be called **predicative modifiers** of the subject.

NOTE.—They are sometimes called *subjective complements*.

We may, therefore, provide a sixth and final subdivision for the analysis of simple sentences, and we may agree to arrange the different parts always, where they occur, in the following order, and designate them by the following numbers :

- i. Bare Subject.
- ii. Attributive Modifiers of the Bare Subject.
- iii. Verb, or Verb Phrase.
- iv. Predicative Modifiers of the Subject.
- v. Direct Object with its Modifiers.
- vi. Adverbial Modifiers of the Verb.

NOTE.—The pupil will observe that

- (1) Of the six subdivisions here provided, Nos. i. and iii. are the only ones that must always be represented.
- (2) Nos. iv. and v. will never be represented in the same sentence. The same verb may, however, according to its use, be followed in one sentence by a direct object, and in another by a predicative modifier ; thus,

- (a) He proved the truth of the statement.  
The entertainment proved a failure.
- (b) He continued his lecture.  
The weather continued very disagreeable.

## EXERCISE VII.

Divide the following sentences into as many as possible of the subdivisions shown in the preceding list :

1. The little robbers seemed loath to leave it behind.
2. Fortunately the weather proved very suitable on Saturday.
3. How fresh everything looks after the rain !
4. My proposal was to divide it equally between them.
5. Are any of his injuries of a serious nature ?
6. Such impertinence is not to be borne any longer.
7. Presently the notes rang out loud and clear.
8. He remained a silent spectator for several minutes.
9. In another moment he lay helpless on the ground.
10. Your brother Harry will probably be made captain.
11. Two or three horses came galloping down the lane.
12. The doctor appeared to feel anxious about her.
13. That boy may turn out a clever fellow yet.
14. He stood leaning against the post.
15. The bridge will hardly stand another shock like that.

20. We have now finished what we believe to be at once the simplest and the most useful mode of dealing with the analysis of simple sentences. It will be noticed that we have not used the terms **copula**, **grammatical predicate**, **verbs of complete** (or **incomplete**) **predication**. These may, and, in fact should all be explained and illustrated in class, but we have not found them either necessary or helpful in teaching analysis.

It is not claimed that the employment of the foregoing method does away with all difficulties, or that every part of a simple sentence can be fitted unerringly into one or

another of the six compartments provided. In particular, we may note that

- (1) Words or phrases of address, as,

Come here, *boys*.

Green be the turf above thee, *friend of my better days!*

have no place provided for them, and are best disposed of by an explanatory note.

- (2) Absolute phrases are generally classed as adverbial modifiers, on the ground that they modify the statement by mentioning some cause or attendant circumstance ; thus,

*The day being fine* a large crowd had assembled.

They marched towards the wharf, *the crowd growing larger every minute.*

They may, however, if preferred, be disposed of like phrases of address.

- (3) It is sometimes difficult, especially in poetry, to decide positively whether a word or a phrase should be placed in ii. or in iv., or again in iv. or in vi.
- (4) In some cases, owing to the freedom with which we turn active constructions into passive, it is difficult to determine satisfactorily the function of the infinitive after passive forms.

For some further remarks on this point, see section 60.

- (5) Lastly, as co-ordinating conjunctions, especially *and*, sometimes connect words or phrases merely, we may have simple sentences with,

A compound subject, *e.g.*: Crackers and cheese was his usual lunch.

A compound object, *e.g.*: They occupy both the house and the store.

A compound predicative modifier, *e.g.*: He was both a painter and a sculptor.



## Clauses.

21. So far, we have confined our attention to sentences containing but one predicate, and for that reason called **Simple**. The pupil will have noticed, however, that many sentences, probably the majority, contain more than one finite verb, and can consequently be resolved into two or more simple sentences. We shall, therefore, proceed to consider the classification of such sentences.

If we consider the following groups :

- (a) 1. I drew his attention to it and he promised to alter it.  
2. He offered her the money, but she would not take it.  
3. He was not at home or I would have asked him.
- (b) 1. None of them will believe that he wrote it.  
2. She showed me the letter which she had received.  
3. The boys ran away when they heard that.
- (c) 1. We left it to the judge, and he decided that each should pay half.  
2. The boys did their best, but none of them could solve the problem which I gave them.  
3. They called for me, or I would have waited till you came.

we find that each sentence consists of two or three simple sentences connected by a conjunction, a relative pronoun, or a conjunctive adverb. These smaller sentences we call **Clauses**, and we may, therefore, define a clause as a sentence which forms part of a larger sentence.

22. In the case of group (a) we see that the clauses are of equal rank, and virtually independent of each other, and that they are connected by what are known as **Co-ordinating Conjunctions**. Such sentences are called **Compound**, and we may, therefore, define a compound sentence as one that consists of two or more

(*independent* or *principal*) clauses, usually connected by co-ordinating conjunctions.

23. In group (*b*) we see that the first clause in each sentence makes the principal statement, and that the others have the value, respectively, of a noun, an adjective, and an adverb, completing or restricting the meaning of some word in the principal clause, and may, therefore, be spoken of as *dependent* or *subordinate* clauses. Such sentences are called **Complex**, and we may, accordingly, define a complex sentence as one that consists of one principal clause and one or more subordinate ones.

24. Lastly, we see that in (*c*) the sentences combine the characteristics of those in (*a*) and (*b*) and may, therefore be called **Compound-Complex**, or, more briefly, **Mixed Sentences**. We shall, accordingly, define a mixed sentence as one that contains two principal and one or more subordinate ones.

### Compound Sentences.

25. Returning to compound sentences, which, as we have seen, consist wholly of principal clauses, usually connected by co-ordinating conjunctions, we find that there are at least three kinds of co-ordination.

Thus we have such compound sentences as,

- (1) He forgot his book, and the teacher sent him back for it.
- (2) I refused his offer then, *nor* would I (*and* I would *not*) accept it now.
- (3) Ye shall not eat of it, *neither* shall ye (*and* ye shall *not*) touch it,

in which the second clause is simply coupled or added to the first as a kind of natural sequence.

This is called **Copulative** co-ordination, of which *and* may be called the typical conjunction.

Again, we have such compound sentences as,

- (1) I offered to help him, but he would not allow me.
- (2) The statement seems incredible, yet it is made on good authority.
- (3) You may have my bat, only don't forget to return it.

in which the second clause contains something unexpected, as it were, and in opposition or contrast to what precedes. This is called **Adversative** or **Anti-thetical** co-ordination, and has *but* for its typical conjunction.

Lastly, in such compound sentences as,

- (1) I will go myself, or I will send a substitute.
- (2) He would neither do it himself, nor would he let us do it.
- (3) You will have to return it, else there will be trouble.
- (4) Her name was on it, otherwise we should not have known.

we have two statements, one of which excludes the other, or presents an alternative. This may, therefore, be called **Alternative** co-ordination, and *or* may be taken as the typical conjunction.

26. In addition to these three kinds of co-ordination some make a fourth, which they call **Causal** co-ordination, and of which they give *therefore* and *for* as the typical conjunctions, as for instance :

- (1) "Thou hast not left the value of a cord ;  
Therefore, thou must be hanged at the state's charge."
- (2) "Neither a borrower nor a lender be ;  
For loan oft loses both itself and friend."

The former of these, however, may fairly be classed as an example of *copulative* co-ordination, *therefore* being equivalent to *and for that reason*. With regard to the second there is a good deal to be said in favour of the separate classification, but we prefer on the whole to follow Mason and class the *for* clause as *subordinate causal*. For some further remarks on this point see section 43.

NOTES.—(1) There may be two or more kinds of co-ordination in one sentence, as :

“Men may come, *and* men may go,  
But I go on forever.”

(2) It sometimes happens in compound sentences that the first clause is the only one fully expressed, and that the subject or part of the predicate may have to be supplied in the others, as :

“He had broken open the desk and (he had)  
taken out several papers, but fortunately (he)  
had not noticed the cheque.”

(3) Subordinate clauses may be co-ordinate to one another in the same way as principal ones, as :

1. I know that he was present and (that he) heard it.
2. Here is a boy that knows all about it, but (that) will not tell us anything.
3. I should not have cared so much if I had another copy of it, or if I could buy one here.

### EXERCISE VIII.

Divide the following compound sentences into clauses, supplying whatever words seem necessary, and tell the kind of co-ordination :

“Gather up all these papers and fasten them together, or some of them will soon be lost.”

(1) Clause—“Gather (you) up all these papers.”

Kind and Relation—Principal imperative.

- (2) Clause—"Fasten (you) them together."

Kind and Relation—Principal imperative copulatively coordinate to (1).

- (3) Clause—"Some of them will soon be lost."

Kind and Relation—Principal assertive, alternatively coordinate to (1) and (2).

1. He must certainly have intended to come, otherwise he would have sent us word.
2. He is but a landscape painter,  
And a village maiden she.
3. I have never been at one, nor have I the slightest desire to see one.
4. I would have lent it to you, only I was afraid of her seeing it.
5. Stone walls do not a prison make,  
Nor iron bars a cage.
6. Men's evil manners live in brass ;  
Their virtues we write in water.
7. And much he wished, yet feared, to try  
The long-forgotten melody.
8. A little learning is a dangerous thing ;  
Drink deep, or taste not, the Pierian spring.
9. A thing of beauty is a joy forever ;  
Its loveliness increases: it will never  
Pass into nothingness.
10. And o'er him bent his sire, and never raised  
His eyes from off his face, but wiped the foam  
From his pale lips, and ever on him gazed.

### Complex Sentences.

27. In section 23 we defined a complex sentence to be one which consists of one principal clause and one or more subordinate ones. These subordinate clauses are naturally divided into three classes, according as they are grammatically equivalent to nouns, adjectives, or adverbs, and we shall, therefore, consider them in that order.

### Noun (or Substantive) Clauses.

28. If we examine the different relations in which a noun may stand to the rest of a simple sentence, we shall find that there are at least thirteen, viz.:

- (1) Subject nominative : as, The *statement* is true.
- (2) Predicative nominative : as, That was my *object*.
- (3) Appositive nominative : as, My friend, the *doctor*, owns it.
- (4) Nominative of address : as, Don't forget that, *boys*.
- (5) Nominative absolute : as, That *fact* being admitted, what follows?
- (6) Anacoluthic nominative : as, *He* that hath ears to hear, let him hear.
- (7) Possessive : as, His *uncle's* horse ran away.
- (8) Object of a verb : as, He denied the *charge*.
- (9) Object of a preposition : as, The truth of his *statement* is evident.
- (10) Objective in apposition : as, He introduced his friend, *Brown*, to me.
- (11) Objective subject of an infinitive : as, I believe that *statement* to be false.
- (12) Predicate objective after an infinitive : as, I know him to be the *owner*.
- (13) Adverbial objective : as, He doesn't care a *cent*. He seemed a great *deal* better.

NOTE.—Under adverbial objective we include, as is now generally done (See H. S. Grammar, pp. 308-9), what in the older grammars are often classed as objectives of time, value, weight, measure, direction, degree, etc.

29. If now we examine the following complex sentences, which, for convenience, we have numbered to correspond with the simple ones in section 28,

- (1) *That he took it* is quite true.
- (2) That was *what I intended to do*.
- (3) The statement *that he took it* is quite true.
- (5) *That he wrote it* being admitted, what follows?
- (8) He denied *that he had written it*.

- (9) The truth of *what he said* is evident.
- (10) He contradicted the report *that the man had died*.
- (12) I believe the truth to be *that he did it himself*.
- (13) I am confident *that he will succeed*.

we shall see that noun clauses may stand in the majority of these thirteen relations, though of course they are much more common in some than in others.

NOTES.—(1) A noun clause may even be used (colloquially) in the possessive case ; as,

They have rented old *what do you call him's* house.

Mr. *whats his name's* horse ran away yesterday.

(2) Noun clauses in the adverbial objective may occur

(a) After adjectives ; as, " I am glad (afraid) (sure) (disappointed, etc.) *that he has done so*."

(b) After some intransitive verbs ; as, " I grieve (rejoice) *that he has done so*." " I don't care *how (why) (when) (where) (from whom, etc.) he got it*."

(c) After some nouns ; as, " You have no proof *that he took it*." " Bear witness *that I have done my duty*." " It is time *that we were starting*."

30. It will be noticed that while noun clauses in the majority of instances begin with *that* (often omitted, especially in conversation), which is for that reason sometimes called the *substantive conjunction*, they may begin with a variety of interrogative words ; as,

It makes no matter who (which) (what) did it, I want to know how (why) (when) (where) (whether) (if) it was done.

NOTE.—The *that* at the beginning of noun clauses was originally a demonstrative pronoun, and the clause was in apposition, explanatory of it ; thus,

(a) I said so ; that is quite true.

That (viz.) I said so is quite true.

(b) I had seen it ; he forgot that.

He forgot that (viz.) I had seen it.

## EXERCISE IX.

Write out in full each noun clause in the following sentences and give its relation; thus,

"I think it is probable that he had seen the letter on the desk and was aware that there was money in it."

(1) Clause—" (that) it is probable."

Kind and Relation—Sub. noun, obj. of *think*.

(2) Clause—"that he had seen the letter on the desk."

Kind and Relation—Sub. noun, nom. in appos. to *it*.

(3) Clause—" (that he) was aware."

Kind and Relation—Sub. noun co-ordinate to (2).

(4) Clause—"that there was money in it."

Kind and Relation—Sub. noun in adv. obj. after *aware*.

1. I have no doubt he believed it to be his duty to refuse to tell where he got it.
2. I know it to be a fact that some of them were quite annoyed at what you said.
3. It is certain that he was never seen in public again, but what became of him none of us ever heard.
4. His excuse was that he could not remember from whom he had borrowed it.
5. He seemed surprised that any one should believe the report that he was going to leave town.
6. It appears that he wrote home and told his father what he had heard.
7. What you say is quite true, but I have no fear that any of them will fail.
8. I warned him that much depended on who the judges were.
9. You may do what you wish with the rest, provided that you give me a third of it.
10. How we are to decide which of them has the better claim to it is what puzzles me,



## Adjective Clauses.

31. Let us now examine the following complex sentences containing adjective clauses.

- (a) Any boy who does that deserves to be punished.  
The house in which we live belongs to him.  
Pick up the papers that are lying on the floor.
- (b) His father, who was sitting in the next room, heard it.  
My dog, which was lying under the table, began to growl.
- (c) I sent word to Mr. Brown, who promised to attend to it.  
He did not come home that night, which alarmed his parents.
- (d) I pity the secretary, who will have to bear all the blame.  
In his anger he kicked the poor dog, which had never done him any harm.

In the first set (a), we see that the relative clauses serve, like distinguishing adjectives, to limit or restrict the application of the antecedent to one or more of a class. Such clauses are, therefore, often spoken of as **restrictive** relative clauses.

NOTES.—(1) The relative is very frequently, especially in conversation, omitted from restrictive clauses when it is in the *objective* case, and occasionally when in the nominative ; as,

Who is that girl (whom) we passed just now?  
Here is the book (that) you lent me.  
Bring me the paper (which) you saw it in.  
Here's a boy (who) can tell us all about it.  
There wasn't one of them (that) knew the lesson.  
It is that (that) makes me suspect him.

- (2) The preposition governing the relative *that* is regularly omitted (and sometimes the relative also) after certain words, such as *time*, *way*, *reason*; thus,

I remember the first day that he wore it (on).  
This is the way that he did it (in).

What's the reason that you did not finish it (for).  
 The moment (in which) you open the door the flames  
 will burst out.

32. In the second group (*b*), it will be seen that the relative clauses do not, as in (*a*), restrict the antecedent, but merely add an explanatory or descriptive circumstance in regard to the person or thing spoken of. Such clauses may, therefore, be spoken of as **descriptive** (or **explanatory**) relative clauses.

33. In the third group (*c*), the relative clauses are logically co-ordinate to what precedes; they, as it were, continue the narrative by coupling an additional and subsequent fact, and the relative might be replaced by a co-ordinating conjunction and a demonstrative pronoun; as, "and he," "and this." These may, therefore, be called **co-ordinate** or (**continuative**) relative clauses.

34. Lastly, in the fourth group (*d*), the relative clauses are logically adverbial (of cause and concession), the *who* and *which* having the force of *since he* and *though it*, respectively. Such clauses, which, however, are not common, may accordingly be called **adverbial** relative clauses.

35. Adjective clauses may also begin,

(1) With *as* when it has the value of a relative pronoun; as,

1. He took the same view of it as I did.
2. Bring such books as you have.
3. If the gate is locked, as sometimes happens, he climbs the fence.
4. The secretary was late as usual (=which is usual).

(2) With *when*, *where*, *why*, *wherein*, etc., when these are equivalent to *which* and a preposition; as,

I can't remember the year *when* it was built.

That's the very reason *why* he would not do it.

NOTE.—These clauses may have different uses ; as,

Restrictive—That's the spot *where it stood*.

Descriptive—In Toronto, *where we live*, people are not allowed to do such things.

Co-ordinating—He came to the gate, *where he turned and went back*.

36. In such sentences as the following,

(1) There is scarcely a boy in town but has one.

(2) There is no fireside, howsoe'er defended,  
But has one vacant chair.

*but* is by some grammarians called a *negative relative* (*who* or *which not*), and the clause is consequently treated as adjectival.

Others prefer to regard the *but* as a preposition governing either the clause, as, "but *that he has one*," or a pronoun understood, as, "but *him* that has one."

Others, again, regard the *but* in such cases as having the value of a subordinating conjunction (*unless* or *except*), and would, therefore, treat the clause as adverbial of condition.

37. Pupils sometimes make mistakes or find a difficulty in determining the relation of an adjective clause when the antecedent of the relative is a possessive ; as,

Can I believe *his* love will lasting prove

*Who* has no reverence for the God I love ?

Happy *their* end

*Who* vanish down life's evening stream.

*My* shame is greater *who* remain,

Nor let thy wisdom make me wise.

In such cases (found chiefly in poetry) the *his*, *their*, *my*, etc., which are usually mere pronominal adjectives, are real pronouns in the possessive case, corresponding to the Latin *ejus*, *eorum*, etc.

## EXERCISE X.

Write out each adjective clause in full and give its relation ; also tell whether it has a restrictive, descriptive, co-ordinating, or adverbial force ; thus,

“Mr. Allan, who is considered a good judge of fruit, says they are the finest pears he has seen this year.”

(1) Clause—who is considered a good judge of fruit.

Kind and Relation—Sub. adj. desc., qualifying *Mr. Allan*.

(2) Clause—(that) he has seen this year.

Kind and Relation—Subj. adj. restr., limiting *pears*.

1. I heard the story from my cousin, who was there at the time that he did it.
2. One of the men that were working with him ran for Dr. A., who fortunately came at once.
3. Why should I, who had nothing to do with it, have to pay any part of the loss which he has incurred?
4. All I want is to see the way he does it.
5. Such books as the one he was reading do much harm.
6. Ill fares the land, to hastening ills a prey,  
Where wealth accumulates and men decay.
7. One of the men, who had a rib broken, and was otherwise injured, was taken to the hospital, where he was carefully attended to.
8. There isn't a girl in the class but remembers the first morning that she came to school.
9. The time had come when their uncle, whose leave of absence had nearly expired, must return to his regiment.
10. All hearts grew warmer in the presence  
Of one who, seeking not his own,  
Gave freely for the love of giving,  
Nor reaped for self the harvest sown.

## Adverbial Clauses.

38. These, as we have stated in section 27, are grammatically equivalent to adverbs, and as the latter express different ideas, so adverbial clauses may be of different kinds. Thus, we may have adverbial clauses of

(1) Time : as, He did that when (till) (after) (before) you came.  
That happened as (while) I was coming to school.

(2) Place : as, I left them where (wherever) I found them.

(3) Manner : as, He always does as he is told.

(4) Cause : as, As (since) (because) it was the only one I did not like to take it.

It could not have been he, for he wasn't here.

Ill fared it then with Roderick Dhu

That on the ground his targe he threw.

Seeing it was so late they were allowed to go.

(5) Purpose : as, Hold it up that all may see it. Take heed lest ye fall into temptation.

(6) Consequence : as, It was so large (of such a size) that no one could carry it. Where were your eyes that you did not see it?

(7) Condition : as, If (unless) he did that the string would break. I must go whether you come or not.

In older English *except* and *so* are used to introduce conditional clauses ; as,

Except ye repent ye shall all likewise perish.

What is death, so it be but glorious?

In recent English, by the omission of *that*, "in case," "suppose," and "provided" are coming to be regarded as conjunctions introducing conditional clauses ; as,

In case you don't see him leave this note.

Suppose I do what will happen?

I will go provided you come too.

Compare a similar use of *seeing* in the last example of 4.

- (8) Concession : as, He insisted on starting, though it was raining.

Gather them up, however small they may be.

Whoever did that, it was cleverly done.

- (9) Comparison : as, He is not so tall as you are. She is older than he is. *The higher you go* the colder it gets.

Observe that in the last example there is no conjunction, and nothing in the form of the sentence to indicate which is the subordinate clause.

39. Ellipsis is of very common occurrence in subordinate clauses, and especially in adverbial ones. In addition to the instances already mentioned in the notes to section 31, the pupil should observe in particular that,

- (1) When two or more subordinate clauses are connected by a co-ordinating conjunction, the introductory pronoun or subordinating conjunction is, as a rule, expressed only with the first clause and omitted (generally with the subject, and often with part of the verb) with the rest ; as,

He complained that you had gone away and (that you had) left him to finish it.

Give it to Mr. A., who will take it to town and (who will) have it repaired for you.

We can't do anything till he has visited the place and (till he has) made his report.

- (2) The *though* of concessive clauses is omitted in such sentences as the following :

(Though it was as) Cold as it was he would not wear it.

(Though we did) Do what we liked we could not get rid of it.

There is no place like home be it ever so humble.

The *if* of conditional clauses is frequently omitted with *had, were, should, could, did, would*; as,

Were it possible I would do so.

Should it happen again let me know.

You're better off now did you only realize it.

- (3) After *if, though, as, and than*, a part of a clause (sometimes, indeed, a whole clause after *as* and *than*) may be omitted; as,

I shall do so if (it be) possible.

The samples, though (they were) not so numerous as (they were) last year, were of excellent quality.

He looks stouter than (he did) when I saw him last.

He acted as (he would act) if he were drunk.

Observe that *as* is sometimes used for *as if*; as,

And half I felt as they were come  
To tear me from a second home.

#### EXERCISE XI.

Write out the adverbial clauses in full, and tell the kind and relation of each; thus,

“Were that to happen, we should be worse off than before.”

- (1) Clause—(if) that were to happen.

Kind and Relation—Sub. adv. of condition modg. *should be*.

- (2) Clause—than (we were) before.

Kind and Relation—Sub. adv. of comparison modg. *worse*.

1. You were very foolish that you did not take the chance when you had it.
2. They started early that they might, if possible, reach the camp before the others left.
3. The sooner you put that back where you got it the better it will be for you.

4. What were you thinking of that you did not call as you were passing?
5. Strange as it may seem he would not give the name until ordered by the judge to do so.
6. Had I known that I should have been as willing to go as the rest.
7. As I have no authority to alter it I shall leave it as it stands.
8. I shall try it again as soon as I am able, whatever the consequences may be.
9. Could these few pleasant hours again appear,  
Might one wish bring them, would I wish them here?
10. Men must work and women must weep,  
Though storms be sudden, and waters deep,  
And the harbour bar be moaning.

40. As **mixed** sentences present no additional types of clauses or peculiarities of construction they do not call for any special treatment. We have, therefore, now taken up in succession all that is required for the analysis of ordinary English sentences, whether of poetry or of prose.

Now and then, of course, especially in authors like Carlyle and Browning, sentences may be met with which, though clear enough in meaning and forcible in expression, cannot, even by re-arranging words and supplying ellipses, be fully and satisfactorily resolved into clauses such as we have described. If such a sentence is given at an examination, the best thing a candidate can do is to dispose of it, as far as possible, in the usual way, and then in a note point out the irregularity and endeavour to account for it.

Before closing, however, we shall revert to some points already touched on that we may, if possible, by treating



them a little more fully, meet some objections and remove some difficulties.

41. In speaking of simple sentences, it was stated (see section 12) that a phrase does not contain a *finite* verb. Now that we have dealt with complex sentences, however, it will be evident that in a wider sense a phrase may contain a clause. Thus, in the sentences,

I wanted to see (*what he would do with it*).

*Hoping* (*that he would change his mind*) they waited.

You cannot depend on (*what he says*).

if we regard the sentences as wholes, it is clear that the italicized parts have the value of a noun phrase, an adjective phrase, and an adverbial phrase, respectively. The student will observe, however, that it is still true that the phrase cannot be divided into subject and predicate.

42. In section 14 we referred to the difference of opinion whether participial phrases in certain cases should be classed as adjectival or adverbial. The answer depends on whether we are to go by the logical or the grammatical value of the phrase. It must be remembered that *words*, as well as phrases and clauses, may have a logical value different from their grammatical value. If in the sentence referred to, "Knowing this" is to be classed as an adverbial modifier on the ground that it is equal to "Because I knew this," consistency requires that in the sentences :

The suspicious tyrant ordered him to be searched.

And yet that easy paper plucked him.

A careful scholar would have noticed that.

we shall class *suspicious*, *easy* and *careful* as adverbial modifiers, on the ground that they are logically equal to "because he was suspicious," "though it was easy," and "if he had been careful."

We have thought it best in grammatical analysis to be guided by grammatical relations and values, and have, therefore, classed all relative clauses as adjectival, calling attention, however (see section 34), to their logical value in certain cases.

43. In section 26 we expressed the opinion that it is better to make but three classes of co-ordinating conjunctions, and to regard *for* as subordinating. Dalgleish, who is, so far as we have noticed, the only author that really discusses the matter, reasons as follows :

"Causative co-ordination expressed by *for* must be distinguished from causative subordination expressed by *because*. The difference between them is this : *Because* implies the cause of the previously-mentioned *action*; *for* implies the ground of the preceding *statement*. *Because* introduces a reason, not for its own sake, but as an integral part of another predication. *For* introduces a reason for its own sake, as an independent addition to a previous predication; *e.g.*,

'His subjects despised him *because* he was a bad man.'

His badness was the cause of their hatred.

'His subjects must have despised him ; *for* he was a bad man.'

His badness is the ground of the inference.

. . . . .

That *for* is not a subordinating conjunction is evident from the fact that it often introduces a complete sentence ; *e.g.*,

'For unto every one that hath shall be given.'

To us this reasoning does not seem conclusive. That in careful usage there is a distinction between *because* and

*for*, such as the writer points out, we readily admit, but that *for* is sometimes used for *because* he acknowledges in a subsequent sentence, and we think it would not be hard to show that *because* is often used where *for* would be better. Moreover, if we condense the second clause in each sentence into a phrase ; thus,

“His subjects despised him *for that reason*.”

“*For that reason* his subjects must have despised him.”

it will be seen that the phrase is adverbial in each case, modifying *despised* and *must* respectively.

With regard to his statement that *for* often introduces a complete sentence, we think that such instances are comparatively rare, and that it is always easy to supply a principal clause, such as “This I say, *for*,” etc. In fact some such clause is naturally suggested to the mind, just as in such sentences ; as,

“The gentleman—if I can call him one—has seen fit to insult me.”

“The captain—for such he proved to be—answered our questions civilly.”

We have to supply mentally some such clause as, “I use this word.”

We think it simpler, then, to follow the great majority of grammarians, in regarding *for* as subordinating.

44. Of all subordinate clauses those beginning with *that*, *as* and *than*, present the greatest difficulty ; in the case of *that* and *as* because of the great variety of ways in which they may be used, and in the case of *than* and also of *as* because of the frequency of ellipsis in the clause following. We shall, therefore, group examples of the more difficult uses of each.

45. *That* beginning noun clauses:

1. I would have bought it but that it was too heavy to carry.  
Object of prep. *but*.
2. I know it to be a fact that he wrote it.  
Objective in app. to *it*.
3. I believe the truth to be that he was ashamed.  
Predic. obj. after *to be*.
4. O that we had known that.  
Objective after some verb, such as *wish*, understood.
5. Granted that he did say so, what does it matter?  
Nom. abs. with *granted*.
6. His proposal, that all should share equally, was rejected.  
Nom. in app. to *proposal*.
7. I have a suspicion that he could tell us about it.  
Adv. obj. after *suspicion*.
8. I feel disappointed that she did not come.  
Adv. obj. after *disappointed*.
9. It was here that I saw it last.  
Nom. in app. to *it*, equal to "My last sight of it was here."
10. I was taught that it was dishonourable to do so.  
Objective, retained obj. after passive verb, *was taught*.

46. *That* beginning adjective clauses:

1. He left the very day that you came.  
Mod. *day*.
2. He has not been here that I know of.  
Mod. an antecedent implied in the preceding clause, such as "a being here."
3. He never sees me that he does not remind me of it.  
Mod. an antecedent implied in *never*, such as, "at no time at which."
4. Their sorrows shall be multiplied that hasten after other gods.  
Mod. *their*, which has here a true pronominal value.

47. *That* beginning adverbial clauses:

1. Let us go early that we may get good seats.  
Adv. of purpose, mod. *go early*.
2. It was so heavy that I could not carry it.  
Adv. of result mod. *so*.
3. What were you thinking of that you did not stop him?  
Adv. of consequence mod. (*so*).
4. Now that we are alone tell me all about it.  
Adv. of cause mod. *tell*. *That* representing the older "for that."
5. I shall accept the offer, not that I think it satisfactory, but because, etc.  
Adv. of cause mod. *shall accept, that* representing "for that."

48. In some cases more than one way of classifying and relating the subordinate clause may suggest themselves as reasonable, and therefore defensible; *e.g.*,

1. The thought that he might have taken it never occurred to me.  
Noun, nom. in app. to *thought*, or noun in adv. obj. after *thought*.
2. He took unusual precautions that none should escape.  
Adv. of purpose mod. *took*.  
Noun in adv. obj. after *precautions*.
3. The Egyptians beheld the woman that she was very fair.  
Noun clause in restrictive app. (see H. S. Gr., p. 327) to *woman*.  
Noun clause, forming a secondary and abstract object of *beheld*, *woman* being the primary and concrete object; that is, "they beheld the woman (and beheld) that she was fair."  
Noun clause in adv. obj. after *beheld*.
4. Once that they hear that they will give us no peace.  
Adv. mod. *will give, once that* being equal to *when once*.

It seems more likely, however, that the sentence is elliptical, perhaps for

“If it once happens that, etc.”

5. You had better make sure that you are right.

Noun obj. gov'd by make, *i.e.*, make *something* sure.

Noun in adv. obj. after *sure*, *i.e.*, make sure as to *something*.

In some cases the *that* is clearly redundant ; as,

When that the poor have cried, Caesar hath wept.

and similarly after *while*, *if*, etc.

#### 49. *As* clauses :

1. I overtook them as they were returning.

Adv. of time mod. *overtook*.

2. As it was past the time I let them go.

Adv. of cause mod. *let*.

3. He would not do as I told him.

Adv. of manner mod. *would not do*.

4. It is not quite so cold as it was.

Adv. of comparison correlative to *so*.

5. He took the same view as I did.

Adj. mod. view correlative to *same*.

6. These boys, as we all know, are rivals.

Adj. *as* having the value of a relative with the fact stated in the princ. clause for its antecedent.

50. Sometimes it is difficult, if not impossible, especially without the context, to decide whether an *as* clause should be classed as adverbial or adjectival ; thus in

“The chairman, as we have shown, had been elected on the understanding that, etc.”

it is impossible with the bare sentence before us to decide whether “as we have shown” is intended to mean “in the manner in which we, etc.,” (adv.) or simply “which (and this) we have shown” (adj.).

51. Difficulties arising from ellipsis in *as* clauses :

1. He acts as (he would act) if he were frightened.
2. It is almost as deep as (it was deep) when I crossed it.
3. And half I felt as (I should have felt if) they were come to tear me from a second home.
4. He acted so as (one would act) to leave that impression.
5. I waited as long as (it was) possible (to wait).
6. You as (you are) chairman have the right to do that.
7. This will serve as a warning (would serve).
8. (Though he was as) old as he was he was a match for them.
9. (Considered) as a lawyer (is considered) he does not amount to much.
10. They are not so late this morning as (it is) usual (for them to be late).
11. His reputation (considered) as a scholar (is considered) stands very high—*considered* modifying *his*, which is here a pronoun.
12. This is not so strong as what you got (is strong).

52. *Than* clauses :

1. He looks better than (he looked) when I saw him last.
2. He behaved worse than (he would have done) if you had been here.
3. He behaved worse than (it is) usual (for him to behave).
4. He is older than you would think (him to be old).
5. He knows better than (he knows) to do that.
6. I have seen him do it more (times) than a dozen times (are many times).
7. He felt more than (he felt) satisfied.
8. This is stronger than what he showed us (is strong).
9. That is more easily said than (it is easily) done.
10. There were more present than (those were many who) were able to find seats.

“Than whom” can, of course, not be expanded into a clause. All we can do is to say that it is as an incorrect expression sanctioned by usage, and to class it as an adverbial phrase.

## 53. Miscellaneous examples of ellipsis.

1. (I am) so far from envying you (that) I am willing to help you.
2. I scarcely know where (I ought) to look for it.
3. I have not a box in which (it is possible) to keep them.
4. You must attend to it and (you must do) that without delay.
5. He would not (do) so much as (to) look at it (is much).
6. We shall start to-morrow (and it will make) no matter what the weather may be like.
7. What (does it matter) if I did say so?
8. They all need it, (and) especially (does) this one (need it).
9. (The chances are) ten to one (that) he will forget it.
10. (What was) worse still (was that) he cheated me.

54. In addition to ellipsis other causes of irregular constructions may be pointed out; viz.,

## (1) Blending of two constructions; thus,

"As he was likely to know all about it he was sent for."

"Being likely to know, etc."

"He was sent for, *as being* likely, etc."

And so in the following passage:

"For dear to Arthur was that hall of ours,  
As having there so oft with all his knights  
Feasted, and as the stateliest under heaven."

The use of *as though* for *as if* is probably due to this cause.

## (2) False analogy; compare,

"Another step and you will be over," *i.e.*, "Take another, etc.," or "Another moment and you will be too late," *i.e.*, "Wait another, etc.," with "Another step and he would have been over." "Another moment and he would have been too late."

Here, too, the blending with another form is seen; thus,

"If he had taken another step he would, etc."



- (3) The tendency to treat a group of words as one part of speech and even to inflect it as such ; thus,

1. Who forgets  
Or can forget the *more than Homer* of his age.
2. It will need a *more than human* wisdom.
3. I *more than half suspected* him of taking it.
4. He *as much as promised* it to me.
5. In spite of *such a man as Blake's* support it failed.
6. This fact *has been lost sight of* by the writer.
7. You did not succeed *for all that* (=although) you tried so hard.
8. It was *all but* gone when I caught it.

(4) Attraction ; thus,

"It is I that *am* to blame," for "It is I that *is* to blame."

the antecedent of *that* being in reality *it* not *I*. This, however, does not cause any difficulty in the analysis of the sentence.

55. In sentences such as the following :

Due notice will, it is understood, be given to all concerned.  
The secretary has, I believe, already recorded it.

the simplest method seems to be to regard "it is understood" and "I believe" as parenthetical principal clauses. It is quite legitimate, however, to treat the sentences as complex ; thus,

It is understood that, etc.  
I believe that the secretary, etc.

So, too, in sentences such as the following :

Here is a book which, it is said, belonged to him.  
That is the boy who, we all thought, would win it.

it is simplest to treat "it is said" and "we all thought" as parenthetical clauses.

Sometimes, however, when the relative is in the objective case, a difficulty occurs, owing to the unnecessary insertion of *that*; thus,

Here is a book which it is said that he once owned.

That is the boy to whom we all thought that you would give it.

In such cases we shall have first to regard "which . . . owned" and "to whom . . . it" as single clauses, and then to treat the *that* clauses separately as noun clauses.

55. Two other peculiarities in the use of clauses may be noticed. One is the coupling of an interrogative clause with an assertive one. This may occur with either principal or subordinate clauses; thus,

"I opened the drawer and what should I see but my purse."

"We had hardly begun dinner when the door opened and who should enter but our old friend Dr. A."

The other peculiarity is well illustrated in the following sentence:

"With the noisy shouters for the new because it is the new, and with the sullen sticklers for the old because it is the old, these pages have little to do."

in which we have two examples of an adverbial clause attached to a noun because the verb idea of action is prominent in it, "the noisy shouters" being equal to "those who shout noisily," and so with "sticklers."

56. The last point we shall attempt to deal with—and we do so with some hesitation—is the proper disposal of infinitive phrases in the predicate. According to the method of analysing clauses which we recommended

such phrases are to be placed in one or other of three divisions, according as we consider them to be :

- (a) Predicative modifiers of the subject, *i.e.*, having the value of predicate nouns or adjectives relating to the subject.
- (b) Direct objects of the verb.
- (c) Adverbial modifiers of the verb.

57. Thus we should certainly class the following under (a) :

- (1) His object was to deceive them (noun).  
Not a boy was to be seen (adj.=*visible*).  
He appeared to understand it (adj.).  
He proved to be a swindler.

Also the following, we think, though Mason classes them as adverbial :

- (2) These amounts are to be entered in this column.  
He is not to be required to do such things.  
The house is to be sold to-morrow.

58. Again, we should without hesitation class the following under (b) :

- (1) He wanted to go home.  
He evidently likes to do that.  
She refused to open it.  
You ought to return it.  
I have to copy this letter.

so, too, the following, in which the infinitive phrase is the direct object :

- (2) He taught me to do that.  
I asked her to shut the door.  
She told him to take it home.  
I forbade him to leave the room.

likewise the following, in which the phrase, including the subject objective should be treated as a whole :

- (3) I believe him to be honest.  
 She wanted me to accompany her.  
 I feel it to be an honour.  
 We suspected him to be the writer.  
 I have known him to do that.  
 We expected her to win it.

59. Lastly, we should class the following, without any hesitation, under (c) :

- (1) He stopped to speak to me.  
 He was sent to look for it.  
 She failed to satisfy them.  
 We all rejoice to hear that.  
 You would never guess to look at him.  
 He sank to rise no more.  
 The shelf was made to fit that corner.  
 What were you thinking of to make such a mistake?  
 How did you come to be chosen captain?  
 He proceeded to arrange them.

so, probably, the following, in which the infinitive phrase may be regarded as an indirect or adverbial objective :

- (2) He aided us to make our escape.  
 I encouraged him to make the attempt.  
 I forced him to accept it.  
 He tempted her to eat it.  
 They induced him to sign his name.  
 We challenged them to make the attempt.

The following are more doubtful :

- (3) He agreed to accept it.  
 They resolved to make the attempt.  
 They are to start to-morrow.  
 He continued to visit them.  
 They used to live there.

but probably most teachers would class the first three as adverbial, and the last two as direct objects. In the case of "continue," bearing in mind that it may be used either transitively, as, "He continued his lecture," or intransitively, as, "The weather continued stormy, we might draw a corresponding distinction in the case of infinitive phrases; thus,

"He continued to visit them," (trans. direct obj.).

"It continued to be an eyesore," (intrans. pred. mod.).

60. The greatest difficulty occurs with passive verbs, owing to the freedom with which in English we turn verbs from active to passive, using not merely direct objects, but indirect objects and parts of objects as the subjects of the passive forms.

- (1) If the sentences in 58, (2) are turned into the passive; thus'

I was taught to do that.

He was forbidden to leave the room.

the infinitive phrase may, we think, be still classed under the head of direct object, with the appended remark, "retained after a passive verb," or simply "retained object."

- (2) In the case of the passive of those in 58, (3); thus,

He has been known to do that.

It is felt to be a great honour.

it is proper, we think, to class the phrase as a predicative modifier of the subject.

- (3) Lastly, in the case of the passive of those in 59, (2); thus,

He was encouraged to make the attempt.

He was induced to sign it.

we think the phrases should undoubtedly be still classed as adverbial modifiers.

61. To prevent any misunderstanding it may be as well to add that under the term *infinitives*, I include only the forms with *to*, *e.g.*, 'to see,' 'to have seen,' 'to be seen,' 'to have been seen.' While, perhaps, not prepared to put the case as strongly as Mason, who says that "An infinitive in *-ing* is a perfectly needless and unwarranted invention," I am satisfied that it is simpler and better to use the term *gerunds*, instead of creating a new class of infinitives. A better plan still, I think, would be to extend the scope of the word *participle*, and then speak of 'participles used with the value of adjectives,' and 'participles used with the value of nouns.'

As I have been repeatedly asked by teachers how to parse infinitives, gerunds, and verb phrases, I venture to submit a few specimens.

Parse the italicized words and phrases in the following:

- (a) *I could not help feeling* a strong temptation *to tell* him that it *would have been* better *to wait* till everything was ready *to be moved*.

- (b) The hope of *being elected* President ought *to have made* him more cautious.

could help—potential verb phrase, act. trans. indic. past, 1st sing. to agree with its subj. *I*.

feeling—verb trans. new conj. act. gerund, obj. of trans. verb *could help*.

to tell—verb trans. new conj. pres. inf. act. forming part of an adj. phrase mod. *temptation*.

would have been—conditional verb phrase, intr. subj. plup. 3rd sing. to agree with its subj. *it*.

to wait—verb intr. new conj. pres. inf. act. used with the value of a noun, nom. in app. to *it*.

to be moved—verb trans. new conj. pres. inf. pass. used with the value of an adv. modg. *ready*.

being elected—verb trans. new conj. pass. gerund, obj. of prep. *of*.

to have made—verb trans. new conj. perf. inf. act. forming part of a noun phrase, the direct object of *ought*.

62. In conclusion, we take the liberty of adding the following :

#### HINTS AND NOTES FOR YOUNG TEACHERS.

Teach your pupils—

(1) To distinguish clearly between (*a*) phrases and clauses ; (*b*) between *Finite* (Indicative, Subjunctive, and Imperative,) and *indefinite* (Infinitives and Participles) forms of the verb, and to see that there must be as many clauses as there are finite verbs expressed or necessarily understood.

(2) To see that if they can arrange the words in their natural prose order and express the thoughts fully, supplying ellipses where necessary, most of the difficulties in analysis and parsing will disappear.

(3) To look out for ellipsis after certain words, such as *than*, *as*, *though*, *but*, *and*, and to remember that the words supplied should (*a*) make good English, (*b*) not displace any of the words in the passage, (*c*) make the best possible meaning to be got from the passage, (*d*) be put in a parenthesis, to show that they have been supplied.

(4) To read the questions on an examination paper carefully and thoughtfully, and then to answer them as definitely and methodi-

cally as possible. Many candidates fail in grammar not from want of knowledge, but because they do not take pains to answer clearly and fully what is asked.

Subordinating conjunctions should be written with their clauses ; co-ordinating conjunctions, when connecting clauses, do not form part of either.

Don't waste time and destroy interest by letting analysis and parsing degenerate into mere rote work. In most passages there are only a few clauses, phrases, and words that should present difficulty to a properly trained class. Devote your attention to these, and try to get pupils to see as quickly as possible what are the words, which, if properly disposed of, will give the key to the proper construction and meaning of the whole passage.

It is better for students to think out the whole passage before they answer on paper a single question on it. They will be less likely then to give inconsistent and absurd answers, or to have to go back and correct mistakes.

---



# GRAMMATICAL ANALYSIS.

## PART II.



# GRAMMATICAL ANALYSIS.

---

## PART II.

### Sentences and Passages for Analysis, Parsing, and general Grammatical Questions.

#### Models.

I. Analyse the following simple sentences, using the subdivisions given in section (19):

(a) In a few years *that* orphan lad thus *thrown* on his own resources, had, by his industry and thrift, become the proud *possessor* of a small farm.

(b) *From* that bleak tenement  
He, many an *evening*, to his distant home  
In solitude *returning*, *saw* the hills grow *larger* in the darkness.

(c) O, happy *poet*, by no critic vexed !  
*How must* thy listening spirit now *rejoice*  
*To be interpreted* by such a voice !

- (a) i. lad  
ii. that, orphan, thus thrown on his own resources,  
iii. had become  
iv. the proud possessor of a small farm.  
v.  
vi. In a few years, by his industry and thrift

- (b) i. he  
ii. returning in solitude from that bleak tenement to his distant home

iii. saw

iv.

v. the hills grow larger in the darkness.

vi.

(c) i. spirit

ii. thy, listening

iii. must rejoice

iv.

v.

vi. how, now, to be interpreted by such a voice.

NOTE.—The first line is merely a phrase of address, and therefore does not form a part of the sentence proper.

## II. Parse the italicized words in (a), (b) and (c).

(a) that—demonstr. adj., limiting *lad*.

thrown—verb, trans., old conj. (throw, threw, thrown), per. participle, mod. *lad*.

possessor—noun, com. masc. sing., and predic. nom. after *had become*.

(b) from—prep. gov. *tenement* in the *obj.*, and joining it to *returning*.

evening—noun, com. sing. and adv. *obj.* after *saw*.

returning—verb, intrans., new conj., imper. participle, mod. *he*.

saw—verb, trans., old conj. (see, saw, seen), indic. past 3rd sing. to agree with its subj. *he*.

larger—adj., comparative deg. in predic. relation after *grow* to *hills*.

(c) poet—noun, com. masc. sing., nom. of address.

how—adv. of manner, mod. *must rejoice*.

must rejoice—obligative verb phrase, indic. pres. 3rd sing. to agree with its sub. *spirit*.

to be interpreted—verb, trans., new conj., pass. infin. pres., forming part of an adv. phrase, mod. *must rejoice*.

III. Divide the following passages into clauses, write out each clause in full, classify it, and give its relation.

(a) *That* he has seen it is quite *evident* from the way *that* he is *acting*.

(b) As *one* who, long detained on foreign shores,  
Pants to return, and *when* he sees afar  
His country's weather-bleached and battered rocks  
From the green wave emerging, darts an eye  
Radiant with joy towards the happy land ;  
So I with animated hopes behold,  
*And* many an aching wish, your beamy fires,  
That show *like* *beacons* in the blue abyss,  
Ordnained to guide the embodied spirits *home*  
From toilsome life to never ending rest.

(a) (1) Clause—that he has seen it.

Kind and Relation—Sub. noun, nom. subj. of *is* in (2).

(2) Clause—(that he has seen it) is quite evident from the way.

Kind and Relation—Princ. assert.

(3) Clause—that he is acting (in).

Kind and Relation—Sub. adj. mod. *way* in (2).

(b) (1) Clause—As one (beholds).

Kind and Relation—Sub. adv. of manner mod. *so* in (5).

(2) Clause—who long detained on foreign shores pants to return.

Kind and Relation—Sub. adj. mod. *one* in (1).

(3) Clause—(who) darts an eye radiant with joy towards the happy land.

Kind and Relation—Sub. adj. co-ord. to (2).

(4) Clause—when he sees afar his country's weather-bleached and battered rocks from the green wave emerging.

Kind and Relation—Sub. adv. of time mod. *darts* in (3).

- (5) Clause—So I with animated hopes and many an aching wish behold your beamy fires.

Kind and Relation—Princ. assert.

- (6) Clause—that show like beacons in the blue abyss ordained to guide the embodied spirits home from toilsome life to never-ending rest.

Kind and Relation—Sub. adj. mod. *fires* in (5).

#### IV. Parse the italicized words in III. (a) (b).

that—subord. conj., introducing a noun clause.

evident—adj. in pred. relation to the noun clause “that he has seen it.”

that—rel. pron. having *way* for its antec., neu. sing. and obj. gov'd by (*in*).

is acting—verb intr. new conj. indic. pres. prog. form and 3rd sing. to agree with its subj. *he*.

one—indef. pron. sing. nom. subj. to (*beholds*).

when—conj. adv. mod. *sees*, and connecting the sub. clause with the clause of which *darts* is the verb.

and—co-ord. conj. connecting the two phrases “with animated hopes” and “(with) many an aching wish.”

like—adj. in predic. relation to *that*.

beacons—noun, com. pl. obj. gov'd by *to*  
(or obj. after *like*, representing the A. S. dative).

home—usually a noun, used here with the value of an adv. mod. *to guide*.

#### V. Classify the preposition phrases in III. (b) according to their grammatical value and give the relation of each:

1. Phrase—on foreign shores.

Kind and Relation—Adv. of place mod. *detained*.

2. Phrase—from the green wave.

Kind and Relation—Adv. of place mod. *emerging*.

3. Phrase—with joy.  
Kind and Relation—Adv. of cause mod. *radiant*.
  4. Phrase—towards the happy land.  
Kind and Relation—Adv. of place mod. *darts*.
  5. Phrase—with animated hopes.  
Kind and Relation—Adj. mod. *I*.
  6. Phrase—(with) many an aching wish.  
Kind and Relation—Adj. mod. *I*.
  7. Phrase—in the blue abyss.  
Kind and Relation—adj. mod. *beacons*.
  8. Phrase—from toilsome life.  
Kind and Relation—Adv. of place mod. *to guide*.
  9. Phrase—to never ending rest.  
Kind and Relation—Adv. of place mod. *to guide*.
- 

## I.—FOR ENTRANCE CANDIDATES.

### Simple Sentences.

1. Sometimes a distant sail, gliding along the edge of the ocean, would be another theme of idle speculation.
2. The temporary absence of worldly scenes and employments produces a state of mind peculiarly fitted to receive new and vivid impressions.
3. From that time until the moment of arrival a feverish excitement prevailed among the passengers.
4. In that same village, and in one of these very houses, there lived many years since a simple, good-natured fellow, of the name of Rip Van Winkle.

5. Panting and fatigued, Rip threw himself, late in the afternoon, on a green knoll covered with mountain herbage.
6. Lying here, he could see in the distance, through an opening between the trees, the lordly Hudson, far below him, moving in its silent but majestic course.
7. All preliminary steps having been duly taken, Burke, in the beginning of June, brought forward the charge relating to the Rohilla war.
8. The greater part of his savings he left in Bengal, hoping probably to obtain the high usury of India.
9. In a few years that great and powerful empire had, by the most senseless misgovernment, been brought to the verge of ruin.
10. Having made these arrangements, the Governor-General, with calm confidence, pronounced his presidency secure from all attacks by his adversaries.
11. In addition to this extraordinary talent for devising expedients, Hastings possessed, in a very high degree, another talent scarcely less necessary to a man in his situation.
12. On that very spot, probably, fourscore years before, the little Warren, meanly clad and scantily fed, had played with the children of ploughmen.
13. But the favourite pastime, one engaged in with peculiar delight by all classes and ages, and both sexes, is swimming in the surf.



14. Behind this ever clean window, and at some distance from it, hangs the beautiful circular curtain forming the coloured part of the eye, and named the iris.
15. On emerging from this dark and deadly plain, and beginning to ascend the lower mountain-stages, the traveller is at once introduced to a much more pleasing scene.
16. At the same time, in the colder season, on elevated peaks, the plants of Europe and other temperate climates are seen growing side by side with those of the tropics.
17. Naturally enough the task of the committee was rendered much more difficult by this unfortunate misunderstanding.
18. Not far distant are to be seen noisy gangs of people, evidently engaged in gambling, and showing by their excited looks and clamour, the intensity of their interest in the issue.
19. Unfortunately the information received from these stragglers proved, in the majority of instances, wholly unreliable.
20. Down the perpendicular faces of these stupendous avenues descend almost continual showers of stony fragments, broken off from the hills above.
21. The sun that brief December day  
Rose cheerless over hills of gray.
22. There, too, our elder sister plied  
Her evening task the stand beside.

23. The service past, around the pious man  
With ready zeal each honest rustic ran.
24. Well had the boding tremblers learned to trace  
The day's disasters in his morning face.
25. From peak to peak the rattling crags among  
Leaps the live thunder.
26. But she, with sick and scornful looks averse,  
To her full height her stately stature draws.
27. All day the gusty north-wind bore  
The loosening drift its breath before.
28. Shut in from all the world without  
We sat the clean-winged hearth about.
29. Beneath the palm trees on the plain  
Once more a king he strode.
30. Another guest, that winter night,  
Flashed back from lustrous eyes the light.
31. Meanwhile, impatient to mount and ride,  
Booted and spurred, with a heavy stride  
On the opposite shore walked Paul Revere.
32. In fields with bean or clover gay,  
The woodchuck, like a hermit gray,  
Peered from the doorway of his cell.
33. And something of myself in thee,  
A shadow from the past, I see,  
Lingering, even yet, thy way about.
34. Like swans upon the water lie  
The yachts with folded sails,  
Dreaming beneath a cloudless sky  
Of long delaying gales.

35. We buried him darkly at dead of night,  
The sods with our bayonets turning,  
By the struggling moonbeam's misty light,  
And our lanterns dimly burning.
36. The goodman sat beside his door  
One sultry afternoon,  
With his young wife singing at his side  
An old and goodly tune.
37. And through the broken clouds, the sun  
Looked out serene and warm,  
Painting its holy symbol-light  
Upon the passing storm.
38. Up from the south, at break of day,  
Bringing to Winchester fresh dismay,  
The affrighted air with a shudder bore  
The terrible grumble and rumble and roar.
39. Now by great marshes wrapt in mist,  
Or past some river's mouth,  
Throughout the long still autumn day  
Wild birds are flying south.
40. From off yon ash limb sere  
Out thrust amid green branches,  
Keen like an azure spear  
A kingfisher down launches.
41. In that hour of deep contrition,  
He beheld with clearer vision,  
Through all outward show and fashion,  
Justice, the Avenger, rise.

42. I turning saw, throned on a flowery rise,  
One sitting on a crimson scarf unrolled,  
A queen, with swarthy cheeks and bold black eyes,  
Brow bound with burning gold.
43. Four long years of mingled feeling,  
Half in rest and half in strife,  
I have seen thy waters stealing  
Onward, like the stream of life.
44. Fast through the midnight dark and drear,  
Through the whistling sleet and snow,  
Like a sheeted ghost the vessel swept  
Towards the reef of Norman's woe.
45. Forth looking from the castle tower,  
Beyond the hills with almonds dark,  
The straining eye could scarce discern  
The chapel of the good St. Mark.
46. And freely from the cherry-bough  
Above the casement swinging,  
With golden bosom to the sun,  
The oriole was singing.
47. Through Orient seas, o'er Afric's plain  
And Asian mountains borne,  
The vigor of the Northern brain  
Shall nerve the world outworn.
48. No more, surveying with an eye impartial  
The long line of the coast,  
Shall the gaunt figure of the old Field Marshal  
Be seen upon his post !

49. In the night, unseen, a single warrior,  
In sombre harness mailed,  
Dreaded of man, and surnamed the Destroyer,  
The rampart wall has scaled.
50. A traveller, by the faithful hound,  
Half-buried in the snow was found,  
Still grasping in his hand of ice  
That banner with the strange device, Excelsior !
51. Once into a quiet village,  
Without haste and without heed,  
In the golden prime of morning,  
Strayed the poet's winged steed.
52. Hearing his imperial name  
Coupled with those words of malice,  
Half in anger, half in shame,  
Forth the great campaigner came,  
Slowly from his canvas palace.
53. One autumn night, in Sudbury town,  
Across the meadows bare and brown,  
The windows of the wayside inn  
Gleamed red with firelight through the leaves  
Of woodbine, hanging from the eaves  
Their crimson curtains rent and thin.

#### Complex and Mixed.

54. As he stood there, lamp in hand, gazing at the door  
he had just closed, and thinking of the destinies  
of those within, any one that knew him would  
have marvelled at the change, even in his very  
appearance.

55. The cathedral is said to have owed its immunity to the shrewd advice of the chief magistrate of the city, who, like a canny Scot, urged upon the people that it would be better to build a new church according to their own ideas before they proceeded to pull down the old one.
56. And then the same sun that had warmed his little heart at home came glowing down on him here, and he gave music back for it more and more, till at last, amidst breathless silence and glistening eyes of the rough diggers hanging on his voice, out burst in that distant land his English song.
57. The British government is beginning to understand this, and if by firmness those acting under its instructions can once for all convince the Chinese officials that, whatever it may cost, the guilty shall be made to pay the penalty, a great step will have been taken.
58. Thus we have seen that in tracing out the many links in the long chain of events which are involved in the simplest transaction over a grocer's counter, more true romance and more real wonders are disclosed than in the wildest narrative of fairy love.
59. Ere the Christian could avail himself of this mishap, his nimble foeman sprang from the ground, and calling on his steed, which instantly returned to his side, he leaped into his seat without touching the stirrup, and regained all the advantage of which the Knight of the Leopard hoped to deprive him.

60. It almost invariably happens that in these reefs openings occur, which, though sometimes so narrow and intricate that they will scarcely allow the passage of a native canoe, are not unfrequently of sufficient width and depth to permit the free ingress of large ships.
61. A striking geological fact connected with the marshes is the presence beneath them of stumps of trees still rooted in the soil, and other indications which prove that much, if not the whole of this marine deposit, rests on what was once upland soil supporting forest trees.
62. When the Yule log is laid on the blazing hearth of the baron's hall, and the fagots are piled on the peasant's fire, they shed upon the radiant faces of the festive circle light and heat which were borrowed from the sun while the seed sprang into a sapling, and at length became a goodly tree, a century or two old.
63. When I consider the advance of the country in education and in other important elements of greatness and of prosperity, I must say that I feel but little sympathy with those who indulge in mournful recollections of what they have left, or querulous complaints of their present position, instead of acknowledging the advantages they enjoy, or looking forward to the bright future before them.
64. Not a step can we take in any direction without perceiving traces of design, and the skill that is everywhere shown is calculated in so vast a pro-

portion of instances to promote the happiness of living creatures, that we cannot help coming to the conclusion that if we knew the whole scheme of Providence every part would appear to be in harmony with a plan of absolute benevolence.

65. Hence we find on splitting open a slab an inch or two thick, on the upper surface of which the marks of recent rains occur, that a lower layer, deposited perhaps ten or fourteen tides previously, exhibits on its under surface perfect casts of rain-prints which stand out in relief, the moulds of the same being seen in the layer below.
66. On she came with a cloud of canvas,  
Right against the wind that blew,  
Until the eye could distinguish  
The faces of the crew.
67. Not a drum was heard, not a funeral note,  
As his corse to the rampart we hurried ;  
Not a soldier discharged his farewell shot  
O'er the grave where our hero we buried.
68. He who from zone to zone  
Guides through the boundless sky thy certain flight  
In the long way that I must tread alone  
Will lead my steps aright.
69. On Linden when the sun was low,  
All bloodless lay the untrodden snow ;  
And dark as winter was the flow  
Of Iser rolling rapidly.



70. Lightly they'll talk of the spirit that's gone,  
And o'er his cold ashes upbraid him ;  
But little he'll reck if they let him sleep on  
In the grave where a Briton has laid him.
71. Alone unto our Father's will  
One thought hath reconciled,  
That He whose love exceedeth ours  
Hath taken home his child.
72. O'er his face of moody sadness  
For an instant shone  
Something like a gleam of gladness,  
As he stooped him down  
To the fountain's grassy side  
And his eager thirst supplied.
73. Between the dark and the daylight,  
When the night is beginning to lower,  
Comes a pause in the day's occupations  
That is known as the Children's Hour.
74. The distant mountains that uprear  
Their solid bastions to the skies,  
Are crossed by pathways that appear  
As we to higher levels rise.
75. A feeling of sadness comes o'er me  
That is not akin to pain,  
And resembles sorrow only  
As the mist resembles the rain.
76. Read from some humbler poet  
Whose songs gushed from his heart,  
As showers from the clouds of summer,  
Or tears from the eyelids start,

77. From morn till night he followed their flight  
O'er plains where the tamarind grew,  
Till he saw the roof of the Caffre huts  
And the ocean rose to view.
78. We spoke of many a vanished scene,  
Of what had been, and might have been,  
And all that fills the hearts of friends,  
When first they feel with secret pain,  
Their lives thenceforth have separate ends,  
And never can be one again.
79. I know not what the future hath  
Of marvel or surprise,  
Assured alone that life and death  
His mercy underlies.
80. I know, indeed, that wealth is good ;  
But lowly roof and simple food  
With love that hath no doubt,  
Are more than gold without.
81. We only know that thou hast gone  
And that the same returnless tide  
Which bore thee from us still glides on,  
And we who mourn thee with it glide.
82. 'Tis something to a heart like mine  
To think of thee as living yet ;  
To feel that such a light as thine  
Could not in utter darkness set.
83. He felt that wrong with wrong partakes,  
That nothing stands alone,  
That whoso gives the motive makes  
His brother's sin his own.

84. The tissue of the life to be  
We weave with colours all our own,  
And in the field of destiny  
We reap as we have sown.
85. And she who taught him love not less  
From him she loved in turn  
Caught in her sweet unconsciousness  
What love is quick to learn.
86. When through life unblest we rove,  
Losing all that made life dear  
Should some notes we used to love  
In days of boyhood meet our ear,  
Oh! how welcome breathes the strain!  
Wakening thoughts that long have slept,  
Kindling former smiles again  
In fading eyes that long have wept.
87. And who shall deem the spot unblest,  
Where Nature's younger children rest,  
Lulled on their sorrowing mother's breast?  
Deem ye that mother loveth less  
Those bronzed forms of the wilderness  
She foldeth in her long caress?  
As sweet o'er them her wild flowers blow  
As if with fairer hair and brow  
The blue-eyed Saxon slept below.
88. And if it be the King's decree,  
That I must find no sanctuary,  
In that inviolable dome,  
Where even a homicide might come,

And safely rest his head,  
Though at its open portals stood,  
Thirsting to pour forth blood for blood,  
The kinsmen of the dead ;  
Yet one asylum is my own,  
Against the dreaded hour,  
A low, a silent, and a lone,  
Where kings have little power.

---

## II.—FOR PUBLIC SCHOOL LEAVING CANDIDATES.

1. As he approached the village he met a number of people, but none whom he knew, which somewhat surprised him, for he had thought himself acquainted with every one in the country round.
2. Any judicious adviser would have told him that the best thing he could do would be to make an eloquent, forcible and affecting oration at the bar of the House ; but that if he could not trust himself to speak, and found it necessary to read, he ought to be as concise as possible.
3. There can be no doubt that this was a result which, if it had been obtained by honest means, would have entitled him to the warmest gratitude of his country ; and which, by whatever means it was obtained, proved that he possessed great talents for administration.

4. As they had no fire-arms the only defence they could make was to throw back the stones which happened to lodge in the boat, but in this mode of warfare the savages were naturally much more expert, and it is probable that the Europeans would have been murdered had they not hit upon the ruse of throwing part of their clothing into the sea.
5. The brain of an African elephant rests upon a plate of bone exactly above the roots of the upper grinders, and is thus wonderfully protected from a front shot, as it lies so low that the ball passes above it when the elephant raises his head, which he invariably does when in anger, until close to the object of his attack.
6. So terrible was the slaughter caused by the fire of the British artillery that the victorious troops felt for the sufferers, and would have recoiled from continuing it, had not the recollection of the cruelty with which the Sikhs had, in the commencement of the action, slaughtered the wounded British who fell into their hands, steeled every heart of the conquerors against pity.
7. You may find the nest once, if your course chances to lead you across it and your eye is quick enough to note the silent brown bird as she darts quickly away, but unless you mark the spot it is altogether probable that your search for it next day will be fruitless.
8. When I arrived at the house I found my host in a less sceptical mood than at our first meeting, and

the consequence was that it was soon arranged that I should set out for Africa early the following month, fully equipped for an expedition of two years' duration, if necessary.

9. Nevertheless, as is often the case, especially when we reason about the affairs of another world, it seemed better to encounter the uncertain danger, than to face the immediate one.
10. The vast mountain park which had at one time been the bed of a lake, stretched away in endless distance, with a southern border fringed by a chain of snowy peaks that glinted and receded in alternating sunlight and shadow, until the eye was left in doubt whether it were reality or veritable fairy land.
11. They told me that if I would speak slowly and distinctly it might be possible to dispense with the services of an interpreter, as all the members of the board had studied my language, though none of them had ever heard it spoken by an Englishman.
12. I go from this place in the hope that we shall mutually consign to perpetual oblivion whatever personal collisions may have occurred between us, and that our recollections shall dwell in future only on those intellectual struggles, honourable to the senate and to the nation, in which each has contended for what he deemed the best mode of accomplishing one common object, the welfare and happiness of our beloved country.

13. The costermonger as he puffs his pipe, and the old charwoman as she sips her cup of tea, may reflect with pride that they are waited on by more servants than compose a royal retinue; and that every time they rap on the counter for their ounce of tobacco or tea, they are issuing commands to thousands of their fellow-creatures, which will not fail to be as implicitly obeyed as if they fell from the lips of a monarch.
14. At a later period, when, with the progress of time, the love of adventure or the needs of commerce had drawn navigators from the Mediterranean through the Pillars of Hercules into the Atlantic; and when some conception of the immensity of the water had forced itself upon minds dwarfed by the contracted limits of the inland sea, then the ocean became in good earnest a receptacle of gloomy and appalling horrors, and the marvels narrated by those fortunate enough to return, told how deeply the imagination had been stirred by the new scenes opened to their vision.
15. But probably all have seen the movement I am describing in the eyes of a cat, where the change is more conspicuous than in our own eyes; and have noticed the broad iris spread out in twilight, till the look, usually so suspicious softened into a mild glance; whilst when pussy is basking in the sun, as she dearly loves to do, she shows between her frequent winkings only a narrow slit for a pupil, like the chink of a shutter, or the space between the spars of a lattice blind.

16. And all the air a solemn stillness holds  
Save where the beetle wheels his droning flight  
And drowsy tinklings lull the distant folds.
17. Thrice is he armed who hath his quarrel just,  
And he but naked, though locked up in steel,  
Whose conscience with injustice is corrupted.
18. Though justice be thy plea consider this,  
That in the course of justice none of us  
Should see salvation.
19. And if my standard bearer fall, as fall full well he may,  
For never saw I yet promise of such a bloody fray,  
Press where ye see my white plume shine.
20. If only queens are to be counted fair,  
Rash were my judgment then, who deem this maid  
Might wear as fair a jewel as is on earth.
21. What good should follow this, if this were done?  
What harm, undone? Deep harm to disobey,  
Seeing obedience is the bond of rule.
22. For contemplation he and valor formed,  
For softness she and sweet attractive grace;  
He for God only, she for God in him.
23. They say, best men are moulded out of faults;  
And, for the most, become much more the better  
For being a little bad.
24. O gentle sleep,  
Nature's soft nurse! How have I frightened thee,  
That thou no more wilt weigh my eyelids down  
And steep my senses in forgetfulness?



25. But if he lost, the scenes behind,  
Somewhat of reverence vague and blind,  
Finding the actors human at the best,  
No readier lips than his the good he saw confessed.
26. The more we live more brief appear  
Our life's succeeding stages;  
A day to childhood seems a year,  
And years like passing ages.
27. Our life is but a passing day,  
No lip can tell how brief its span;  
Then, oh, the little time we stay  
Let's speak of all the best we can.
28. Henceforward, listen as we will,  
The voices of that hearth are still;  
Look where we may, the wide earth o'er,  
Those lighted faces smile no more.
29. What here we call our life is such,  
So little to be loved and thou so much,  
That I should ill requite thee to constrain  
Thy unbound spirit into bonds again.
30. In the brave records of our earlier time  
A hero's deed thy generous soul inspired,  
And many a legend told in ringing rhyme,  
The youthful soul with high resolve has fired.
31. To friends, to fortune, to mankind a shame,  
Think how posterity will treat thy name;  
And buy a rope that future times may tell  
Thou hast at least bestowed one penny well.

32. Alas for him who never sees  
The stars shine through his cypress trees !  
Who hopeless lays his dead away,  
Nor looks to see the breaking day  
Across the mournful marbles play !  
Who hath not learned, in hours of faith,  
That Life is ever lord of Death  
And Love can never lose its own !
33. Though thoughts deep rooted in my heart,  
Like pine trees dark and high,  
Subdue the light of noon and breathe,  
A low and ceaseless sigh ;  
This memory brightens o'er the past  
As when the sun, concealed  
Behind some cloud that near us hangs,  
Shines on a distant field.
34. Beneath, in the churchyard, lay the dead  
In their night-encampment on the hill,  
Wrapped in silence so deep and still  
That he could hear, like a sentinel's tread,  
The watchful night wind as it went  
Creeping along from tent to tent,  
And seeming to whisper, " All is well ! "
35. Standing on what too long we bore,  
With shoulders bent and downcast eyes,  
We may discern—unseen before—  
A path to higher destinies.  
Nor deem the irrevocable past  
As wholly wasted, wholly vain,  
If, rising on its wrecks, at last  
To something nobler we attain.

36. Oh ! could I worship aught beneath the skies,  
That earth has seen or, fancy can devise,  
Thine altar, sacred Liberty, should stand,  
Built by no mercenary vulgar hand,  
With fragrant turf, and flowers as wild and fair  
As ever dressed a bank or scented summer air.
37. The sable warrior, frantic with regret  
Of her he loves and never can forget,  
Loses in tears the far receding shore,  
But not the thought that they must meet no more ;  
Deprived of her and freedom at a blow  
What has he left that he can yet forego ?
38. Meet welcome to her guest she made,  
And every courteous rite was paid,  
That hospitality could claim,  
Though all unasked his birth and name.  
Such then the reverence to a guest  
That fellest foe might join the feast,  
And from his deadliest foeman's door  
Unquestioned turn, the banquet o'er.
39. Such dupes are men to custom, and so prone  
To reverence what is ancient, and can plead  
A course of long observance for its use,  
That even servitude, the worst of ills,  
Because delivered down from sire to son,  
Is kept and guarded as a sacred thing.
40. Should God again,  
As once in Gibeon, interrupt the race  
Of the undeviating and punctual sun,  
How would the world admire ! but speaks it less

An agency divine to make him know  
His moment when to sink and when to rise,  
Age after age, than to arrest his course ?

41. Each climate needs what other climes produce,  
And offers something to the general use ;  
No land but listens to the common call,  
And in return receives supply from all.  
This genial intercourse and mutual aid,  
Cheers what were else a universal shade,  
Calls Nature from her ivy-mantled den,  
And softens human rock-work into men.
42. And would the noble duchess deign  
To listen to an old man's strain,  
Though stiff his hand, his voice though weak,  
He thought even yet, the sooth to speak,  
That if she loved the harp to hear,  
He could make music to her ear.
43. Ill fared it then with Roderick Dhu,  
That on the ground his targe he threw,  
Whose brazen studs and tough bull hide  
Had death so often dashed aside ;  
For, trained abroad his arms to wield,  
Fitz James's blade was sword and shield.
44. But yet, though thick the shafts as snow,  
Though charging knights like whirlwinds go,  
Though bill-men ply the ghastly blow,  
Unbroken was the ring ;  
The stubborn spearmen still made good  
Their dark impenetrable wood,  
Each stepping where his comrade stood,  
The instant that he fell.

45. Like one who, from some desert shore,  
Doth home's green isles descry  
And, vainly longing, gazes o'er  
The waste of wave and sky ;  
So from the desert of my fate  
I gaze across the past.
46. Of little use the man, you may suppose,  
Who says in verse what others say in prose.  
Yet let me show a poet's of some weight,  
And though no soldier, useful to the state.
47. Blest he, though undistinguished from the crowd  
By wrath or dignity, who dwells secure,  
Where man, by nature fierce, has laid aside  
His fierceness, having learnt, though slow to learn,  
The manners and the arts of civil life.
48. And yet, perhaps, if countries we compare  
And estimate the blessings which they share,  
Though patriots flatter still shall wisdom find  
An equal portion dealt to all mankind ;  
As different good, by Art or Nature given,  
To different nations makes their blessings even.
49. For just experience tells, in every soil,  
That those who think must govern those that toil ;  
And all that Freedom's highest aims can reach  
Is but to lay proportionate loads on each.  
Hence should one order disproportioned grow,  
Its double weight must ruin all below.
50. No, dear as Freedom is, and in my heart's  
Just estimation prized above all price,  
I had much rather be myself the slave,  
And wear the bonds than fasten them on him.

51. 'Twere long to tell what cause I have  
To know his face that met me there,  
Called by his hatred from the grave  
To cumber upper air ;  
Dead or alive, good cause had he  
To be my mortal enemy.
52. But me, not destined such delights to share,  
My prime of life in wandering spent and care,  
Impelled with steps unceasing to pursue  
Some fleeting good that mocks me with the view,  
That, like the circle bounding earth and skies,  
Allures from far, yet, as I follow, flies ;  
My fortune leads to traverse realms alone,  
And find no spot of all the world my own.
53. Let's dry our eyes ; and thus far hear me, Cromwell,  
And when I am forgotten, as I shall be,  
And sleep in dull cold marble, where no mention  
Of me more must be heard of, say I taught thee ;  
Say, Wolsey, that once trod the ways of glory,  
And sounded all the depths and shoals of honour,  
Found thee a way out of his wreck to rise in ;  
A sure and safe one, though thy master missed it.
54. But are not wholesome airs though unperfumed  
By roses, and clear suns though scarcely felt,  
And groves, if unharmonious yet secure  
From clamor, and whose very silence charms,  
To be preferred to smoke, to the eclipse  
That metropolitan volcanoes make,  
Whose Stygian throats breathe darkness all day long.

55. She judges of refinement by the eye,  
He by the test of conscience, and a heart  
Not soon deceived, aware that what is base  
No polish can make sterling.
56. As one who walking in the twilight gloom,  
Hears round about him voices as it darkens,  
And seeing not the forms from which they come,  
Pauses from time to time, and turns and hearkens,  
So, walking here, in twilight, O my friends !  
I hear your voices, softened by the distance,  
And pause and turn to listen, as each sends  
His words of friendship, comfort and assistance.
57. As the tall ship whose lofty prore  
Shall never stem the billows more,  
Deserted by her gallant band,  
Amid the breakers lies astrand,  
So on his couch lay Roderick Dhu ;  
And oft his fevered limbs he threw  
In toss abrupt, as when her sides  
Lie rocking in the advancing tides  
That shake her frame with ceaseless beat  
Yet cannot heave her from her seat.
58. Not thine own land alone doth grieve for thee,  
Not there alone doth lasting sorrow bide,  
Her island-mother, far across the sea,  
Doth weep for thee as 'twere her son that died.  
Safe rest, for jealous guardians of thy fame,  
Two mighty nations from old England sprung,  
Shall ever watch o'er thee and keep thy name  
Immortal as their own good Saxon tongue.

59. Hadst thou but lived, though stripped of power,  
A watchman on the lonely tower,  
Thy thrilling trump had roused the land  
When fraud or danger were at hand ;  
By thee as by the beacon light,  
Our pilots had kept course aright ;  
As some proud column, though alone,  
Thy strength had propped the tottering throne.
60. The moon above the eastern wood  
Shone at its full : the hill range stood  
Transfigured in the silver flood,  
Its blown snows flashing cold and keen,  
Dead white, save where some sharp ravine  
Took shadow, or the sombre green  
Of hemlocks turned to pitchy black  
Against the whiteness at their back.  
For such a world and such a night  
Most fitting that unwarming light,  
Which only seemed where'er it fell  
To make the coldness visible.
61. So live that when thy summons comes to join  
The innumerable caravan that moves  
To that mysterious realm where each shall take  
His chamber in the silent halls of death,  
Thou go not, like the quarry slave at night,  
Scourged to his dungeon, but sustained and soothed  
By an unfaltering trust approach thy grave,  
Like one that draws the drapery of his couch  
About him, and lies down to pleasant dreams.



62. Once when the sunset splendours died,  
And, trampling up the sloping sand,  
In lines outreaching far and wide,  
The white maned billows swept to land,  
Dim seen across the gathering shade,  
A vast and ghostly cavalcade,  
They sat around their lighted kerosene,  
Hearing the deep bass roar their every pause between.
63. The chill weight of the winter snow  
For months upon her grave has lain ;  
And now, when summer south-winds blow  
And brier and harebell bloom again,  
I tread the pleasant paths we trod,  
I see the violet-sprinkled sod  
Whereon she leaned, too frail and weak  
The hillside flowers she loved to seek,  
Yet following me where'er I went  
With dark eyes full of love's content.
64. Thine arms have left thee. Winds have rent them off  
Long since, and rovers of the forest wild  
With bow and shaft have burnt them. Some have left  
A splintered stump bleached to a snowy white ;  
And some memorial none where once they grew.  
Yet life still lingers in thee and puts forth  
Proof not contemptible of what she can  
Even where Death predominates. The spring  
Finds thee not less alive to her sweet force  
Than yonder upstarts of the neighbouring wood,  
So much thy juniors, who their birth received  
Half a millennium since the date of thine,

65. Conqueror and captive of the earth art thou !  
She trembles at thee still, and thy wild name  
Was ne'er more bruited in men's minds than now  
That thou art nothing, save the jest of Fame,  
Who wooed thee once, thy vassal, and became  
The flatterer of thy fierceness, till thou wert  
A god unto thyself ; nor less the same  
To the astounded kingdoms all inert,  
Who deemed thee for a time whate'er thou didst assert.
- 

### III.—FOR PRIMARY CANDIDATES.

1. I have come to the conclusion that such an event is less likely than ever to take place.
2. You had better make sure that you are right before you take any further steps.
3. It is doubtful whether any one of them has any confidence in what he says.
4. I feel confident that the oftener you use it the better you will like it.
5. That such was the case any one may see that will take the trouble to read the evidence.
6. Much as I should like to see it there are several reasons why I don't think it advisable that I should go.
7. Alas that we should have been foolish enough to believe the story he told us !
8. I wonder if any of you can tell me how it is made.

9. Are you tired of us that you can't wait till he comes for you?
10. What does it matter to you what I am going to do with it as long as I pay you for it?
11. It is not dying for a faith that he will find so hard, but living as if it were a reality to him.
12. We shall start to-morrow, no matter what the weather may be like.
13. It is my firm belief that but for that he would have been elected.
14. Now that we are all here let us see if we cannot settle this dispute.
15. I am told that he has not decided yet whether to be a candidate or not.
16. There can be no doubt that his fortune, if not his life, is at stake.
17. So far from objecting to our going he even offered to accompany us.
18. The truth is that we did nothing but talk the whole time you were away.
19. What if it should be proved that he wrote it?
20. He expressed his surprise that none of them seemed to care a straw what became of it.
21. Cooped up as they were, in this tossing coffin, with no means of determining whither they were drifting, or at what moment a sudden shock would hurl them into a watery grave, it would have been no surprise if a panic had taken possession of the men and driven them up into the open air, where they could see, at least, what was before them.

22. We cannot help saying these things because, underlying all our pleasure and interest in this beneficent organization whose operations we had been studying, was the secret consciousness that all the evils, it was combating were being for ever fed from below, and that the hearts of the best workers must well nigh fail them in the struggle, while the very legislation which "takes up" the drunkard when he lies prone with empty pockets, and seizes his starving children for street-selling, treats the drink traffic only as a valuable contributory to the national revenue.
23. During this long period, however, I have not escaped the fate of other public men, nor failed to incur censure and detraction of the bitterest and most unrelenting character; and though not always insensible to the pain it was meant to inflict, I have borne it, in general, with composure and without disturbance, waiting, as I have done, in perfect and undoubting confidence for the ultimate triumph of justice and of truth, and in the entire persuasion that time would settle all things as they should be, and that, whatever wrong or injustice I might experience at the hands of men, He to whom all hearts are open and fully known, would, by the inscrutable dispensations of his Providence, rectify all error, and cause ample justice to be done.
24. Firmly as he believed that a time of trial was inevitable, he believed no less firmly that it might be passed at public schools sooner than under other

circumstances ; and in proportion as he disliked the assumption of a false manliness in boys, was his desire to cultivate in them true manliness as the only step to something higher, and to dwell on earnest principle as the great and distinguishing mark between good and evil. Hence his wish that as much as possible should be done *by* the boys, and nothing *for* them ; hence arose his practice of treating the boys as gentlemen and reasonable beings, of making them respect themselves by the mere respect he showed to them.

25. But if there was a pleasure in all this while snugly cuddling in the chimney corner of a chamber that was all of a ruddy glow from the crackling wood fire, and where, of course, no spectre dared to show its face, it was dearly purchased by the terrors of his subsequent walk homeward. . . . How often did he shrink with curdling awe at the sound of his own steps on the frosty crust beneath his feet ; and dread to look over his shoulder lest he should behold some uncouth being trampling close behind him ! and how often was he thrown into complete dismay by some rushing blast, howling among the trees, in the idea that it was the galloping Hessian on one of his nightly scourings !
26. A man who, having left England when a boy, returns to it after thirty or forty years passed in India, will find, be his talents what they may, that he has much both to learn and to unlearn before he can take a place among English statesmen.

Surrounded on every side by new machines and new tactics, he is as much bewildered as Hannibal would have been at Waterloo, or Themistocles at Trafalgar. The more correct his maxims when applied to the state of society to which he is accustomed, the more certain they are to lead him astray.

27. This has given me occasion to reflect upon the ill effects of a vicious modesty, and to remember the saying of Brutus, as it is quoted by Plutarch, that the person has had but an ill education who has not been taught to deny anything. This false kind of modesty has, perhaps, betrayed both sexes into as many vices as the most abandoned impudence, and is the more inexcusable to reason, because it acts to gratify others rather than itself, and is punished with a kind of remorse, not only like other vicious habits when the crime is over, but even at the very time it is committed.
28. Whether it was right in Impey to demand or to accept a price for powers which, if they really belonged to him, he could not abdicate, which, if they did not belong to him, he ought never to have usurped, and which in neither case he could honestly sell, is one question. It is quite another question whether it was not right in Hastings to give any sum, however large, to any man, however worthless, rather than either surrender millions of human beings to pillage, or rescue them by civil war.

29. Rip Van Winkle, however, was one of those happy mortals, of foolish, well-oiled dispositions, who take the world easy, eat white bread or brown, whichever can be got with least thought or trouble, and would rather starve on a penny than work for a pound. If left to himself he would have whistled life away in perfect contentment ; but his wife kept continually dinning in his ears about his idleness, his carelessness, and the ruin he was bringing on his family.
30. From the moment Ichabod laid his eyes upon these regions of delight, the peace of his mind was at an end, and his only study was how to gain the affections of the peerless daughter of Van Tassel. In this enterprise, however, he had more real difficulties than generally fell to the lot of a knight-errant of yore, who seldom had anything but giants, enchanters, fiery dragons, and such like adversaries to contend with ; and had to make his way merely through gates of iron and brass, and walls of adamant to the castle-keep where the lady of his heart was confined ; all which he achieved as easily as a man would carve his way to the centre of a Christmas pie, and then the lady gave him her hand as a matter of course.
31. There's a divinity that shapes our ends,  
Rough-hew them how we will.
32. War's a game which, were their subjects wise,  
Kings should not play at.
33. If it were done when 'tis done, then 'twere well  
It were done quickly.

34. Alas for Love! if thou wert all,  
And naught beyond, O Earth!
35. But Reason still, unless divinely taught,  
Whate'er she learns, learns nothing as she ought.
36. Far from the madding crowd's ignoble strife,  
Their sober wishes never learned to stray.
37. Like the leaves of the forest when summer is green  
That host with their banners at sunset were seen.
38. 'Tis the heart's current lends the cup its glow,  
Whate'er the fountain whence the draught may flow.
39. Yes, child of suffering, thou mayst well be sure  
He who ordained the Sabbath loves the poor.
40. 'Tis education forms the common mind;  
Just as the twig is bent the tree's inclined.
41. Know from the bounteous heaven all riches flow;  
And what man gives the gods by man bestow.
42. Envy will merit as its shade pursue,  
But like a shadow proves the substance true.
43. Men must be taught as if you taught them not,  
And things unknown proposed as things forgot.
44.                   These are slanders; never yet  
Was noble man but made ignoble talk,  
He makes no friend who never made a foe.
45. Mark how the blood of Caesar followed it,  
As rushing out of doors to be resolved  
If Brutus so unkindly knocked or no.
46. What matter how the north wind raved?  
Blow high, blow low, not all its snow  
Could quench our hearth-fire's ruddy glow.



47. Here much I ruminate, as much I may,  
With other views of men and manners now  
Than once, and others of a life to come.
48. It is the little rift within the lute  
That by and by will make the music mute,  
And ever widening slowly silence all.
49. Be noble ! and the nobleness that lies  
In other men, sleeping but never dead,  
Will rise in majesty to meet thine own.
50. It is not strength, but art obtains the prize,  
And to be swift is less than to be wise.  
'Tis more by art than force of numerous strokes.
51. In words, as fashions, the same rule will hold,  
Alike fantastic if too new or old ;  
Be not the first by whom the new are tried,  
Nor yet the last to lay the old aside.
52.                                Thus he read :  
And ever in the reading, lords and dames  
Wept, looking often from his face who read  
To hers which lay so silent.
53. True ease in writing comes from art, not chance,  
As those move easiest who have learned to dance.  
'Tis not enough no harshness gives offence,—  
The sound must seem an echo to the sense.
54. Star that bringest home the bee,  
And sett'st the weary labourer free !  
If any star shed peace, 'tis Thou  
That send'st it from above  
Appearing when Heaven's breath and brow  
Are sweet as hers we love.

55. So, dearest, now thy brows are cold,  
I see thee what thou art, and know  
Thy likeness to the wise below,  
Thy kindred with the great of old.
56. For other things mild Heav'n a time ordains,  
And disapproves that care, though wise in show,  
That with superfluous burden loads the day,  
And when God sends a cheerful hour refrains.
57. The sense of death is most in apprehension ;  
And the poor beetle, that we tread upon,  
In corporal sufferance finds a pang as great  
As when a giant dies.
58.                               For it so falls out  
That what we have we prize not to the worth  
While we enjoy it, but being lacked and lost,  
Why, then we rack the value ; then we find  
The virtue that possession would not show us  
While it was ours.
59.                               Nothing in his life  
Became him like the leaving it ; he died  
As one that had been studied in his death  
To throw away the dearest thing he owed,  
As 'twere a careless trifle.
60.                               Are these not proofs  
That man immured in cities still retains  
His inborn, inextinguishable thirst  
Of rural scenes, compensating his loss  
By supplemental shifts the best he may.

61. The man whose virtues are more felt than seen  
Must drop, indeed, the hope of public praise ;  
But he may boast, what few that win it can,  
That if his country stand not by his skill,  
At least his follies have not wrought her fall.
62. 'Twere some excuse  
Did pity of their sufferings warp aside  
His principle, and tempt him into sin  
For their support, so destitute ; but they  
Neglected pine at home, themselves as more  
Exposed than others, with less scruple made  
His victims, robbed of their defenceless all.
63. The heart is hard in nature, and unfit  
For human fellowship as being void  
Of sympathy, and therefore dead alike  
To love and friendship both, that is not pleased  
With sight of animals enjoying life,  
Nor feels their happiness augment his own.
64. In such a world, so thorny, and where none  
Finds happiness unblighted, or if found,  
Without some thistly sorrow at its side,  
It seems the part of wisdom, and no sin  
Against the law of love, to measure lots  
With less distinguished than ourselves, that thus  
We may with patience bear our moderate ills,  
And sympathize with others suffering more.
65. Ah ! what would the world be to us,  
If the children were no more ?  
We should dread the desert behind us  
Worse than the dark before.

What the leaves are to the forest,  
With light and air for food,  
Ere their sweet and tender juices  
Have been hardened into wood,  
That to the world are children ;  
Through them it feels the glow  
Of a brighter and sunnier climate  
Than reaches the trunks below.

66. The love of Nature's works  
Is an ingredient in the compound, man,  
Infused at the creation of the kind ;  
And though the Almighty Maker has throughout  
Discriminated each from each, by strokes  
And touches of his hand, with so much art  
Diversified that two were never found  
Twins at all points, yet this obtains in all,  
That all discern a beauty in his works,  
And all can taste them ; minds that have been formed  
And tutored, with a relish more exact,  
But none without some relish, none unmoved.
67.                        They thirst  
With such a zeal to be what they approve,  
That no restraints can circumscribe them more  
Than they themselves by choice, what they see  
Of vice in others but enhancing more  
The charms of virtue in their just esteem.
68. And when the summer winds shall sweep  
With their light wings my place of sleep,  
And mosses round my head stone creep,—  
It still, as Freedom's rallying sign,

Upon the young heart's altars shine  
The very fires they caught from mine,—  
If words my lips once uttered still  
In the calm faith and steadfast will  
Of other hearts their work fulfil,—  
Perchance with joy the soul may learn  
These tokens, and its eye discern  
The fires which on these altars burn,—  
A marvellous joy that even then,  
The spirit hath its life again,  
In the strong hearts of mortal men.

69.                               He recalls the day  
When in my praise he led the lay  
O'er the arched gate of Bothwell proud,  
While many a minstrel answered loud,  
When Percy's Norman pennon, won  
In bloody field before me shone,  
And twice ten knights, the least a name  
As mighty as yon chief may claim,  
Gracing my pomp behind me came.  
Yet trust me, Malcolm, not so proud  
Was I of all that marshalled crowd  
Though the waned crescent owned my might,  
And in my train trooped lord and knight,  
As when this old man's silent tear,  
And this poor maid's affection dear,  
A welcome give more kind and true  
Than aught my better fortunes knew.
70. Man views it and admires, but rests content  
With what he views. The landscape has his praise,  
But not its author. Unconcerned who formed

The paradise he sees, he finds it such,  
And such well pleased to find it, asks no more.  
Not so the mind that has been touched from heaven,  
And in the school of sacred wisdom taught  
To read his wonders in whose thought the world,  
Fair as it is, existed ere it was.  
Not for his own sake merely, but for his  
Much more who fashioned it, he gives it praise

71. O for a world in principle as chaste  
As this is gross and selfish ! over which  
Custom and prejudice shall bear no sway,  
That poison all things here, shouldering aside  
The meek and modest truth, and forcing her  
To seek a refuge from the tongue of strife  
In nooks obscure, far from the ways of men ;  
Where violence shall never lift the sword,  
Nor cunning justify the proud man's wrong,  
Leaving the poor no remedy but tears ;  
Where he that fills an office shall esteem  
The occasion it presents of doing good  
More than the perquisite ; where law shall speak  
Seldom but as wisdom prompts,  
And equity ; not jealous more to guard  
A worthless form than to decide aright.
72. There's not a nook within this solemn pass,  
But were an apt confessional for one  
Taught by his summer spent, his autumn gone,  
That life is but a tale of morning grass  
Withered at eve. From scenes of art which chase  
That thought away, turn and with watchful eyes  
Feed it 'mid Nature's old felicities,

Rocks, rivers, and smooth lakes more clear than glass  
Untouched, unbreathed upon. Thrice happy quest,  
If from a golden perch of aspen spray  
(October's workmanship to rival May)  
The pensive warbler of the ruddy breast,  
That moral sweeten by a heaven-taught lay,  
Lulling the year, with all its cares, to rest !

73. There never yet was flower fair in vain,  
Let classic poets rhyme it as they will ;  
The seasons toil that it may blow again,  
And summer's heart doth feel its every ill ;  
Nor is a true soul ever born for naught ;  
Wherever any such hath lived and died,  
There hath been something for true freedom wrought,  
Some bulwark levelled on the evil side ;  
Toil on, then, Greatness ! thou art in the right,  
However narrow souls may call thee wrong ;  
Be as thou wouldst be in thine own clear sight,  
And so thou wilt in all the world's ere long ;  
For wordlings cannot, struggle as they may  
From man's great soul one great thought hide away
74. Old friends ! The writing of these words has borne  
My fancy backward to the gracious past,  
The generous past, when all was possible,  
For all was then untried ; the years between  
Have taught some sweet, some bitter lessons, none  
Wiser than this,—to spend in all things else,  
But of old friends to be most miserly.  
Each year to ancient friendships adds a ring,  
As to an oak, and precious more and more,  
Without deservingness or help of ours,

They grow, and, silent, wider spread, each year,  
Their unbought ring of shelter or of shade.  
'Tis good to set them early, for our faith  
Pines as we age, and after wrinkles come,  
Few plant, but water dead ones with vain tears.

75. We see but half the causes of our deeds,  
Seeking them wholly in the outer life,  
And heedless of the encircling spirit-world  
Which, though unseen, is felt, and sows in us  
All germs of pure and world-wide purposes.  
From one stage of our being to the next  
We pass unconscious o'er a slender bridge,  
The momentary work of unseen hands,  
Which crumbles down behind us ; looking back,  
We see the other shore, the gulf between,  
And, marvelling how we won to where we stand,  
Content ourselves to call the builder Chance.
76. My native nook of earth ! thy clime is rude,  
Replete with vapors, and disposes much  
All hearts to sadness, and none more than mine,  
Yet being free I love thee. For the sake  
Of that one feature can be well content,  
Disgraced as thou hast been, poor as thou art,  
To seek no sublunary rest beside.  
But, once enslaved, farewell ! I could endure  
Chains nowhere patiently ; and chains at home,  
Where I am free by birthright, not at all.  
Then what were left of roughness in the grain  
Of British natures, wanting its excuse  
That it belongs to freemen, would disgust  
And shock me.



77. To arrest the fleeting images that fill  
The mirror of the mind, and hold them fast,  
And force them sit till he has pencilled off  
A faithful likeness of the form he views ;  
Then to dispose his copies with such art  
That each may find its most propitious light,  
And shine by situation, hardly less  
Than by the labour and the skill it cost,  
Are occupations of the poet's mind  
So pleasing, and that steal away the thought  
With such address from themes of sad import,  
That, lost in his own musings, happy man,  
He feels the anxieties of life, denied  
Their wonted entertainment, all retire.
78. Earlier than wont along the sky,  
Mixed with the rack the snow mists fly ;  
The shepherd who, in summer sun,  
Had something of our envy won,  
As thou with pencil, I with pen,  
The features traced of hill and glen ;—  
He who, outstretched the livelong day,  
At ease among the heath flowers lay,  
Viewed the light clouds with vacant look  
Or slumbered o'er his tattered book,  
Or idly busied him to guide  
His angle o'er the lessened tide ;—  
At midnight now, the snowy plain  
Finds **sterner** labour for the swain.
79. But above all reflect, how cheap so'er  
Those rights that millions envy thee appear,  
And though resolved to risk them, and swim down

The tide of pleasure, heedless of his frown,  
That blessings truly sacred, and, when given,  
Marked with the signature and stamp of Heaven,  
The word of prophecy, those truths divine,  
Which make that heaven, if thou desire it, thine  
Are never long vouchsafed, if pushed aside  
With cold disgust or philosophic pride,  
And that, judicially withdrawn, disgrace,  
Error, and darkness occupy their place.

80. This Life, which seems so fair,  
Is like a bubble blown up in the air  
By sporting children's breath,  
Who chase it everywhere  
And strive who can most motion it bequeath.  
And though it sometimes seems of its own might  
Like to an eye of gold to be fixed there,  
And firm to hover in that empty height,  
That only is because it is so light.  
But in that pomp it doth not long appear ;  
For when 'tis most admired, in a thought,  
Because it erst was nought, it turns to nought.
81. There is a bondage worse, far worse, to bear  
Than his who breathes, by roof and floor, and wall  
Pent in, a tyrant's solitary thrall ;  
'Tis his who walks about in the open air,  
One of a nation who henceforth must wear  
Their fetters in their souls. For who could be,  
Who, even the best, in such condition free  
From self-reproach, reproach that he must share  
With human nature. Never be it ours  
To see the sun how brightly it will shine,  
And know that noble feelings, manly powers,  
Instead of gathering strength must droop and pine.

82. Farewell ! a little time, and we  
Who knew thee well, and loved thee here,  
One after one shall follow thee  
As pilgrims through the gate of fear,  
Which opens on eternity.  
Yet shall we cherish not the less  
All that is left our hearts meanwhile ;  
The memory of thy loveliness  
Shall round our weary pathway smile,  
Like moonlight when the sun has set,—  
A sweet and tender radiance yet.
83. And yet, dear heart, remembering thee,  
Am I not richer than of old ?  
Safe in thy immortality  
What change can reach the wealth I hold?  
What chance can mar the pearl and gold  
Thy love hath left in trust with me ?  
And while in life's late afternoon,  
Where cool and long the shadows grow,  
I walk to meet the night that soon  
Shall shape and shadow overflow,  
I cannot feel that thou art far,  
Since near at need the angels are ;  
And when the sunset gates unbar,  
Shall I not see thee waiting stand,  
And, white against the evening star,  
The welcome of thy beckoning hand ?
84. As a fond mother, when the day is o'er,  
Leads by the hand her little child to bed,  
Half willing, half reluctant to be led,  
And leave his broken playthings on the floor,

Still gazing at them through the open door,  
Not wholly reassured, or comforted  
By promises of others in their stead,  
Which, though more splendid, may not please him  
more ;

So Nature deals with us, and takes away  
Our playthings, one by one, and by the hand  
Leads us to rest so gently that we go,  
Scarce knowing if we wish to go or stay,  
Being too full of sleep to understand  
How far the unknown transcends the what we know

85. Some hand that never meant to do thee hurt,  
Has crushed thee here between these pages pent ;  
But thou hast left thine own fair monument,—  
Thy wings gleam out and tell me what thou wert.  
O that the memories which survive us here  
Were half as lovely as those wings of thine ;  
Pure relics of a blameless life, that shine  
Now that thou art gone. Our doom is ever near ;  
The peril is beside us day by day ;  
The book will close upon us, it may be,  
Just as we lift ourselves to soar away  
Upon the summer airs. But, unlike thee,  
The closing book may stop our vital breath,  
Yet leave no lustre on the page of death.

86. But now, become oppressors in their turn,  
Frenchmen had changed a war of self-defence  
For one of conquest, losing sight of all  
Which they had struggled for ; up mounted now,  
Openly in the eye of earth and heaven  
The scale of liberty. I read her doom,

With anger vexed, with disappointment sore,  
But not dismayed, nor taking to the shame  
Of a false prophet. While resentment rose,  
Striving to hide, what none could heal, the wounds  
Of mortified presumption, I adhered  
More firmly to old tenets, and, to prove  
Their temper strained them more; and thus, in heat  
Of contest, did opinions every day  
Grow into consequence, till round my mind  
They clung, as if they were its life, nay more,  
The very being of the immortal soul.

87. What is this life to me? Not worth a thought,  
Or if it be esteemed 'tis that I lose it -  
To win a better: Even thy malice serves  
To me but as a ladder to mount up  
To such a height of happiness where I shall  
Look down with scorn on thee and on the world;  
Where circled with true pleasure, placed above  
The reach of death or time 'twill be my glory  
To think at what an easy price I bought it.

88.                   Yet not for those,  
Nor what the potent Victor in his rage  
Can else inflict, do I repent or change,  
Though changed in outward lustre, that fixed mind,  
And high disdain from sense of injured merit,  
That with the Mightiest raised me to contend,  
And to the fierce contention brought along  
Innumerable force of spirits armed  
That durst dislike his reign, and, me preferring,  
His utmost power with adverse power opposed

In dubious battle on the plains of heaven,  
And shook his throne. What though the field be lost?  
All is not lost.

89. Powers and Dominions! Deities of Heaven!—  
For since no deep within her gulf can hold  
Immortal vigour, though oppressed and fallen,  
I give not Heaven for lost: from this descent  
Celestial virtue rising, will appear  
More glorious and more dread than from no fall,  
And trust themselves to fear no second fate:—  
Me though just right, and the fixed laws of Heaven,  
Did first create your leader; next, free choice,  
With what besides, in counsel or in fight,  
Hath been achieved of merit; yet this loss,  
Thus far at least recovered, hath much more  
Established in a safe, unenvied throne,  
Yielded with full consent.
90. For, born in a poor district, and which yet  
Retaineth more of ancient homeliness  
Than any other nook of English ground,  
It was my fortune scarcely to have seen,  
Through the whole tenor of my school-day time,  
The face of one, who, whether boy or man,  
Was vested with attention or respect  
Through claims of wealth or blood; nor was it least  
Of many benefits in later years  
Derived from academic institutes  
And rules, that they held something up to view  
Of a Republic, where all stood thus far  
Upon equal ground; that we were brothers all  
In honour, as in one community,

Scholars and gentlemen ; where, furthermore,  
Distinction open lay to all that came,  
And wealth and titles were in less esteem  
Than talents, worth, and prosperous industry.

. . . . .

It could not be  
But that one tutored thus should look with awe  
Upon the faculties of man, receive  
Gladly the highest promises, and hail  
As best, the government of equal rights  
And individual worth. And hence, O Friend !  
If at the first great outbreak I rejoiced  
Less than might well befit my youth, the cause  
In part lay here, that unto me the events  
Seemed nothing out of nature's certain course,  
A gift that was come rather late than soon.

---





# GRAMMATICAL ANALYSIS

EXPLAINED AND ILLUSTRATED

BY

H. I. STRANG, B.A.

*Collegiate Institute, Goderich.*

---

Parts I. and II. in One Volume, Cloth . . . . . 40 cents.

Part II. in Separate Form, Paper . . . . . 25 cents.

---

PART I. deals in succession with simple, compound and complex sentences, each successive step being illustrated by examples and models, and followed by a short but carefully prepared exercise, several pages being devoted to the consideration of special difficulties and irregularities, and concludes with some practical hints and cautions to young teachers.

PART II., published separately for the use of classes, consists of a few answers given as models, followed by about 250 carefully selected sentences and passages, graded in three divisions, for Entrance, P. S. Leaving and Primary Candidates respectively. While these passages have been selected primarily with reference to their suitableness for analysis, parsing and general grammatical questions, regard has also been had, especially in the poetical selections, to their merit either from a literary or an ethical point of view, so that many of them may be found useful for other purposes.



279199

LaE.Gr

S897g

Author Strang, Hugh Innes

Title Grammatical analysis.

DATE.

NAME OF BORROWER.

# University of Toronto Library

**DO NOT  
REMOVE  
THE  
CARD  
FROM  
THIS  
POCKET**

Acme Library Card Pocket  
Under Pat. "Ref. Index File"  
Made by LIBRARY BUREAU

